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**H I G H E R**  
**EDUCATION**  
 C O O R D I N A T I N G   B O A R D

**WE HELP STUDENTS SUCCEED**

**BOARD MEETING AGENDA**

*State Investment Board Room  
 2700 Evergreen Parkway NW, Olympia  
 September 27-28, 2006*

**Sept. 27, 1:00 – 4:00 P.M.**

<b>12:00</b>	Board Lunch (Work Session) – <i>Small Conference Room</i> <i>Informal discussion among members of the Higher Education Coordinating Board</i>	
<b>1:00</b>	<u>Welcome and Introductions</u> <ul style="list-style-type: none"> <li>• <i>Gene Colin, HECB Chair</i></li> </ul> <b>Approval of the July 27, 2006 Meeting Minutes</b>	<b>1</b>
<b>1:05</b>	<u>Report to the Board</u> <ul style="list-style-type: none"> <li>• <i>Lance Kissler, former HECB student member</i></li> </ul> <b>Resolution 06-30</b>	
<b>1:15</b>	<u>Consent Items</u> <ul style="list-style-type: none"> <li>• <b>New Degree Programs:</b>  <b>WWU BA in Japanese</b>  <i>Resolution 06-24</i></li> <li>• <b>CWU, BA in Film and Video Studies</b>  <i>Resolution 06-25</i></li> <li>• <b>EWU, BFA in Graphic Design</b>  <i>Resolution 06-26</i></li> </ul>	<b>2</b>   <b>3</b>   <b>4</b>
	<ul style="list-style-type: none"> <li>• <b>Permanent Rules Change – Resident Tuition Eligibility of Washington Tribal Members</b>  <i>Resolution 06-27</i></li> <li>• <b>Proposed Classification of Existing Off-campus Instructional Locations as Teaching Sites and Centers</b>  <i>Resolution 06-28</i></li> </ul>	<b>5</b>   <b>6</b>

<b>1:30</b>	<p><b><u>Report of the Executive Director</u></b>  <i>Dr. James Sulton, Jr. will report on the status of various programs and activities.</i></p> <p><b>Information &amp; Discussion: Snohomish, Island, Skagit Counties Report</b>  The 2005-07 state capital budget directs the HECB to evaluate ways to best fulfill the higher education and workforce training needs in the Snohomish, Island, Skagit counties and recommend solutions. The local committee that is advising the HECB on the study has expressed a preference for the state to fund a stand-alone four-year polytechnic college in the area. During its regular meeting in September, the board will discuss the committee's recommendation, including projected costs, and a process for completing a higher education expansion plan for the region. There will be an opportunity for public comment. The final report and recommendations are due to the governor and the legislature by Dec. 1, 2006.</p>	<b>7</b>
<b>2:30</b>	<p><b>Discussion &amp; Action: "Enhancing Diversity in Higher Education"</b>  <i>Resolution 06-29</i></p> <p>This report is based on extensive research data, comprehensive surveys of the state's public and private institutions of higher education, and information gathered during public meetings and forums held around the state. It presents evidence that differences in participation and achievement remain among racial and ethnic groups despite institutional efforts to enhance campus diversity. During the September meeting, the board will discuss various strategies for enhancing diversity in higher education. If adopted, the report and its recommendations will be forwarded to the legislature and the governor in December.</p>	<b>8</b>
<b>3:00</b>	<p><b><u>Education Committee</u></b>  <i>Dr. Sam Smith, chair</i></p> <p><b>Information &amp; Discussion: Statewide Mobility Report</b>  The HECB recently took over responsibility for producing this report that documents student movement between two- and four-year, public and private institutions in the state. Staff will provide the board with a brief overview of enhancements incorporated into this year's report and will highlight current transfer patterns.</p>	<b>9</b>
<b>3:30</b>	<p><b>Information &amp; Discussion: Transfer and Articulation Progress Report</b>  The HECB is responsible for submitting three reports to the legislature and the governor documenting the agency's progress in helping to make student transfer and articulation more efficient. The reports include updates on the board's efforts to align curriculum across sectors, a progress report on the efficacy of Major Related Programs, and an examination of baccalaureate capacity. This progress report provides an overview of the current structure and trends associated with transfer and will serve as a joint introduction to the HECB's full reports due to the legislature and the governor in December.</p>	<b>10</b>
<b>4:00</b>	<b><u>Adjournment</u></b>	

**BOARD MEETING AGENDA**  
*State Investment Board Room*  
 2700 Evergreen Parkway NW, Olympia  
**September 27-28, 2006**

**Sept. 28, 8:00 – 4:00 P.M.**

<b>8:00</b>	Board Continental Breakfast – Small Conference Room	
<b>8:30</b>	<u>Welcome and Introductions</u> <ul style="list-style-type: none"> <li>• <i>Gene Colin, HECB Chair</i></li> </ul>	
<b>8:45</b>	<b>OFM 2007-09 State Revenue and Budget Projections</b> <ul style="list-style-type: none"> <li>• <i>Wolfgang Opitz, OFM deputy director</i></li> </ul>	
<b>9:15</b>	<u>Fiscal Committee</u> <i>Mike Worthy, chair</i>  <b>Information &amp; Discussion: Overview of Institutions' 2007-09 Budget Requests</b>	<b>11</b>
	<u>Institutional Budget Requests</u>	
<b>9:45</b>	<b>State Board for Community &amp; Technical Colleges</b> <ul style="list-style-type: none"> <li>• <i>Charlie Earl, Executive Director</i></li> </ul>	
<b>10:45</b>	Break	
<b>11:00</b>	<b>The Evergreen State College</b> <ul style="list-style-type: none"> <li>• <i>Pres. Thomas L. Purce</i></li> </ul>	
<b>11:30</b>	<b>Western Washington University</b> <ul style="list-style-type: none"> <li>• <i>Pres. Karen Morse</i></li> </ul>	
<b>12:00</b>	Lunch Break – Small Conference Room	
<b>1:00</b>	<b>Central Washington University</b> <ul style="list-style-type: none"> <li>• <i>Pres. Jerilyn McIntyre</i></li> </ul>	

<b>1:30</b>	<b>Eastern Washington University</b> <ul style="list-style-type: none"> <li>• <i>Pres. Rodolfo Arevalo</i></li> </ul>	
<b>2:00</b>	<b>Joint Presentation from the Research Institutions</b>  <b>Washington State University</b> <ul style="list-style-type: none"> <li>• <i>Pres. V. Lane Rawlins</i></li> </ul> <b>University of Washington</b> <ul style="list-style-type: none"> <li>• <i>Pres. Mark Emmert</i></li> </ul>	
<b>3:00</b>	<b>Capital Budget Priorities (Four-year Institutions)</b> <ul style="list-style-type: none"> <li>• <i>Pres. Karen Morse, COP chair</i></li> <li>• <i>Terry Teale, COP executive director</i></li> </ul>	
	<u>PUBLIC COMMENT</u>	
<b>3:45</b>	<u>ADJOURNMENT</u>	

**Public Comment:** A sign-in sheet is provided for public comment on any of the items presented.

**Meeting Accommodation:** Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.

## HECB 2006 Meeting Calendar

Regular Board Meeting	Advisory Council Meeting	Location
February 23, Thursday 9:00 – 4:00		<b>Everett Community College</b> Jackson Center Auditorium 2000 Tower St, Everett
March 30, Thursday 10:00 – 3:00		<b>Western Washington University</b> Old Main 340 516 High St, Bellingham
	April 20, Thursday 10:00 – 2:00	<b>Highline Community College</b> Student Union Bldg (#8), Mt. Skokomish 2400 S 240 <sup>th</sup> , Des Moines
May 25, Thursday 10:00 – 3:00		<b>Whitman College</b> Reid Campus Center, Ballroom B 345 Boyer Avenue, Walla Walla
	June 22, Thursday 10:00 – 2:00	<b>Pierce College, Puyallup</b> College Center Bldg., Multi-Purpose Room 1601 39 <sup>th</sup> Avenue SE, Puyallup
July 27, Thursday 8:00 – 3:00		<b>Grays Harbor Community College</b> Building 200, Room 220 1620 Edward P. Smith Drive, Aberdeen
	August 24, Thursday 10:00 – 2:00	<b>Tacoma Community College</b> Senate Room, Opgaard Student Center 6501 S. 19 <sup>th</sup> , Tacoma
September 27, Wed. 1:00 -4:00 September 28, Thurs. 8:00 – 4:00		<b>State Investment Board</b> Board Room 2700 Evergreen Parkway NW, Olympia
October 26, Thursday 8:00 – 3:00		<b>Yakima Valley Community College</b> Deccio Higher Education Center, Parker Rm 16 <sup>th</sup> Avenue & Nob Hill Blvd, Yakima
	November 16, Thursday 10:00 – 2:00	<b>Highline Community College</b> Student Union Bldg (#8), Mt. Skokomish 2400 S 240 <sup>th</sup> , Des Moines
December 14, Thursday 8:00 – 3:00		<b>University of Washington</b> Walker Ames Room Seattle

**RESOLUTION NO. 06-30**

WHEREAS, Governor Gregoire appointed Lance Kissler to serve as the student member of the Higher Education Coordinating Board for the term July 2005 to June 2006; and

WHEREAS, At the time of his appointment, Lance was pursuing a Master of Science in Communications at Eastern Washington University, which subsequently earned him a position at Eastern as New Media and Online Communications Specialist; and

WHEREAS, Lance has been very engaged in board business, diligently attending regular board meetings, committee meetings, and advisory council meetings; and

WHEREAS, At his own initiative, Lance arranged student outreach meetings on campuses throughout the state, providing a public forum for students to learn more about higher education issues, the role of the HECB, and the process the Governor's office uses to appoint student members to the HECB; and

WHEREAS, As a member of the board's financial aid committee, Lance demonstrated a strong commitment to helping our state's neediest students by consistently advocating for affordable higher education and expanded opportunity for all students;

THEREFORE, BE IT RESOLVED, That the members and staff of the Higher Education Coordinating Board extend to Lance Kissler their thanks and appreciation for his time, commitment, and dedication to higher education, and wish him continued success.

Adopted:

September 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Bill Grinstein, Vice Chair

\_\_\_\_\_  
Jesus Hernandez, Secretary

\_\_\_\_\_  
Roberta Greene

\_\_\_\_\_  
Sam Smith

\_\_\_\_\_  
Betti Sheldon

\_\_\_\_\_  
Michael Worthy

\_\_\_\_\_  
Charley Bingham

\_\_\_\_\_  
Ethelda Burke



September 2006

## **DRAFT Minutes of July 25 meeting**

### **HECB Members Present:**

Mr. Gene Colin, chair  
Mr. Bill Grinstein, vice chair  
Mr. Charley Bingham  
Ms. Roberta Greene  
Sen. Betti Sheldon  
Dr. Sam Smith  
Mr. Michael Worthy

### **Welcome and Introductions**

Bill Grinstein welcomed everyone to the meeting. He thanked Grays Harbor College and Laurie Kaye Clary, Vice President of Instruction, for hosting the meeting, and invited her to speak.

Clary said that Grays Harbor College has been in operation for 75 years. In addition to the regular classes it offers on campus, the college serves the community in a variety of ways, including adult basic education, developmental education, and workforce education. It also teaches 500 FTE at the local correctional facility and has outreach centers throughout the region. The college wishes to build a new professional and technical building, a childcare center, and a math and science building.

### **Executive Session added to the Agenda**

Action: **Michael Worthy** moved to amend the day's agenda to include a half-hour executive session for the board to discuss a prospective real estate transaction by the University of Washington. **Roberta Greene** seconded the motion, which was passed unanimously.

### **Initiatives Proposed by Washington Learns**

Debora Merle, higher education policy advisor to the governor, presented in lieu of Ann Daley, WA Learns executive director, who was unable to attend the meeting.

Charley Bingham, member of both the HECB and the steering committee, provided background information about Washington Learns, including its creation, composition, mission, and work plan. Governor Gregoire chairs the steering committee, which includes representatives from the Office of Financial Management (OFM), legislators, and members of the public. By November 2006, the steering committee must submit its final recommendations to the Legislature for improving education in Washington.

Since it might not be financially feasible for the state to act on every one of the report's recommendations, Merle said the Washington Learns Higher Education Advisory Committee has developed five big ideas to improve postsecondary education in the state:

1. Raise overall educational attainment, for example by offering a first year of college for free (referred to as a "13<sup>th</sup> year").
2. Provide fair, sufficient, and stable funding for higher education.
3. Improve articulation and transfer throughout the system.
4. Improve efficiency, accountability, and governance, for example by creating a P-20 council or dividing the HECB into two separate entities.
5. Increase and sustain research capacity; ensure that Washington stays competitive for federal funds, which increasingly require state matching grants.

Merle said the chair of the project's higher education advisory committee has requested that committee members submit a one-page response to the five big ideas, preferably grouped into three categories: highest priority, lowest priority, and what is missing from the report. Public hearings will be held in September to gather further input on the draft recommendations and how they may be improved.

Comments gathered during the public hearings will be taken into account for the draft report. Merle added that stakeholders—and, in this case, HECB members—are encouraged to submit comments in time for the steering committee's retreat, scheduled for August 9 and 10.

Roberta Greene commented on the report's recommendations regarding tuition-setting authority for the institutions and funding a 13<sup>th</sup> year for students. Both sound like wonderful concepts, but the state must provide increased financial aid for the high tuition strategy to work. Furthermore, tuition needs to remain relatively stable for the Guaranteed Education Tuition program (GET) to remain actuarially sound. If the recommendations in the report are followed, GET might not remain viable.

Merle suggested that the HECB could provide scenarios of the various options open to GET to help the steering committee make an informed decision on the high tuition/high financial aid proposal. She said GET is a popular and successful program, and all efforts would be made to ensure its continuance; however, some flexibility should be given to institutions regarding tuition-setting.

Sam Smith commented that the Gates Foundation is already engaged in promoting the idea of a 13<sup>th</sup> year, with positive results, and could potentially help the state in achieving that goal. Merle said she was expecting a report from the Gates Foundation on the matter.



Regarding the proposal to reconstitute the HECB membership, Grinstein said part of the HECB's role is working more closely with the institutions and the Legislature. Its future lies in becoming stronger by meeting its statutory authority; of being flexible so that it can mobilize resources within the framework of accountability and look at system-wide goals as well as institutional goals. Only when system-wide goals have been defined should the composition and breadth of the HECB be evaluated. He said the P-20 council has promise in this period of transition.

Merle said the governor's office will consider the report in writing the budget, and the Legislature will add items and omit others. In spite of the strong economy, people are cautious about taking money away from programs that work to fund programs that have not yet proven to be successful. The governor feels that some elements—such as diversity strategies—are not addressed in the report; therefore, the governor will make additional recommendations to the steering committee in that regard.

Chairman Gene Colin asked Bingham and Sheldon, both of whom sit on Washington Learns committees, if there has been any discussion of public-private partnerships. He said there are many great ideas on how to improve higher education in Washington, but it is now necessary to come up with ideas on how to fund the improvements. For instance, inviting public-private partnerships to fund educational facilities using the model of the early learning center at Bellevue Community College is a working proposition since employers have everything to gain by helping create a well-educated workforce. Bingham replied that the largest effort in building such partnerships has been in early learning.

Sheldon agreed that the real challenge is funding good ideas. For instance, having the state fund a first year of college for every student who wants it is a wonderful idea, but it seems fiscally impossible at the moment. Grinstein said action results from flexibility and responsiveness and he thinks the current four-year lag time between when an idea is funded to when it is implemented is too long.

Merle said the consultant's report includes a strong, non-specific recommendation to increase funding in Science, Technology, Engineering and Math, (STEM) through public-private partnerships. She has been working to develop such a partnership between the state and the Washington Education Foundation called "GET Ready for Math and Science." The program will identify seventh-graders who achieve level 4 on the WASL and offer them a full scholarship in a STEM field (funded through GET units) if they stay in level 4.

Speaking from his experience as president of the Talaris Board (one of the largest charitable organizations in the state), Sam Smith said that if institutions and the state want to engage in public-private partnerships, they must be highly focused because there are already major groups soliciting private funds. Private entities would be more amenable to funding two or three specific pilot projects than they would higher education in general. Smith stressed that it is also important to allow private entities some control over the projects they help pay for.

Merle agreed with Smith, saying that the "GET Ready for Math and Science" project was designed specifically because employers have been having difficulty hiring qualified graduates

in the STEM areas. Viewed from that context, the partnership would have little difficulty raising private funds for the project.

**Minutes of May 25<sup>th</sup> board meeting approved**

Action: **Sam Smith** moved to approve the minutes of the board's May meeting; **Betti Sheldon** seconded the motion. The minutes were unanimously approved.

**UW Ph.D. in Rehabilitation Science Approved**

Action: **Mike Worthy** moved to approve the Ph.D. in Rehabilitation Science at the University of Washington (Res. 06-15); **Roberta Greene** seconded the motion. The program was unanimously approved.

**Pilot Baccalaureate Programs at Community Colleges Approved**

Colin prefaced the discussion with an assurance that the four pilot baccalaureate programs under consideration had met all the requirements under the board's review process for proposed new degree programs. However, because the board's education committee had expressed some concern regarding the HECB's fiduciary responsibilities with regard to the programs, representatives from the two-year system were on hand to provide more detail and clarity to the proposals.

Charlie Earl, executive director of the State Board for Community and Technical Colleges (SBCTC), and David Mitchell, president of Olympic College, joined the meeting via phone conference. Earl said the SBCTC board was unanimous in selecting the colleges that would participate in the pilot program. The SBCTC is committed to work in partnership with the HECB in ensuring that the proposed programs and all subsequent applied baccalaureate programs offered at community and technical colleges meet the criteria set by the HECB. He said two-year institutions offering applied baccalaureates will continue to be part of the community and technical college system but will be under the purview of the HECB in matters regarding baccalaureate program approvals. He added that if the governance system were to change, all interested parties would be involved in the process; however, the SBCTC is committed to the existing arrangement for the present.

Mitchell, who is also a member of the Northwest Accreditation Commission (NAC), stated that, in his opinion, the colleges are well-positioned to move forward. Community colleges in other states have begun offering applied baccalaureates in recent years, so there is a system in place for evaluating the proposed programs. Moreover, high standards in terms of student protection and quality are required in the process. Describing the accreditation process in more detail, he said that the first step toward accreditation is candidacy; no student will be allowed to enroll in the

program until the institution has been approved for candidacy status. The commission evaluates the program and accredits it (or not) at the same time as the first cohort of students graduates. The commission looks not only at the program, but at the school as a whole.

Jean Floten, president of Bellevue Community College (BCC), and Tom Keegan, president of Peninsula College, presented more detail at the meeting. Floten discussed the financial stability and viability of the proposed programs. The Legislature has allotted \$100,000 for each pilot program in addition to each institution's annual FTE allocation. The allocated funds will allow the institutions to develop the curriculum, meet the requirements of a baccalaureate degree, and provide a qualified and well-prepared faculty. In writing the budget for the pilot programs, the institutions considered additional factors such as expanded advising responsibilities, credentialing requirements, upper-division transfer credits, and student services.

Colin asked the two-year officials to report back in one year with an update on the pilot programs.

Action: **Sam Smith** moved to approve the pilot baccalaureate programs at community colleges (Resolutions 06-17, 06-18, 06-19, 06-20); **Betti Sheldon** seconded the motion. The programs—B.S. in Nursing at Olympic College, B.A.S. in Hospitality Management at South Seattle Community College, B.S. in Applied Management at Peninsula College, and B.A.S. in Radiation and Imaging Sciences at Bellevue Community College—were unanimously approved.

## **Report of the Fiscal Committee**

### **2007-09 HECB Agency Budget Request Approved**

Joann Wiszmann, HECB deputy director, summarized the process used for determining the agency budget. Using the goals and initiatives of the master plan as a starting point, budget requests were categorized into four priority areas:

- Ensuring affordability and access
- Responding to state program needs
- Improving efficiency and accountability
- Increasing agency effectiveness

Worthy said prioritizing the budget is an excellent idea, since top-priority items will be more likely to get funding in the event the Legislature does not choose to grant 100 percent of the agency budget request.

The top-priority budget items for each of the four priority areas include: expanding the State Need Grant program; stabilizing GEAR UP scholarships awarded under the previous grant; implementing a statewide student advising system; and, providing TIAA-CREF benefits to HECB employees.

Bingham inquired if there is a way to quantitatively illustrate how the lack of TIAA-CREF is adversely affecting agency recruitment and retention. Wiszmann replied that there have been several instances in which selected candidates turned down an offer to work at the HECB because benefits were better elsewhere. This was true of the last three national searches the agency undertook.

Regarding data-driven policy development and improving accountability, Worthy asked if that budget item would allow the HECB to access more data, as well as more effectively use the data it now has. Wiszmann said the HECB has been able to access data collected by the Office of Financial Management (OFM). It recently has gained access to new data that could help increase effectiveness and accountability. This item would also help the HECB determine what data it still needs.

Bingham said he would like the intent to increase graduation rates to be more apparent in the budget. Grinstein asked Wiszmann to keep the Executive Committee up to date on changes in cost estimates as they become available.

Action: **Mike Worthy** moved to approve the HECB's agency budget proposal for the 2007-09 biennium (Res. 06-21); **Roberta Greene** seconded the motion. The resolution was unanimously approved.

### **2007-09 Higher Education Operating Budget Recommendations – Budget Development Approach**

In an effort to link institutions' budget proposals to the strategic master plan, the fiscal committee has identified four statewide operating budget priorities, which relate to the goals of the master plan. Additionally, two different funding levels have been established.

Fiscal policy staff Holly Lynde and Kathy Raudenbush summarized the provisions under the new approach. The four priorities for the biennium include:

- Ensuring affordability and access for students
- Responding to state and regional program needs
- Maintaining academic quality
- Promoting institutional excellence and accountability

The two funding levels are:

- Enhancing quality, access, and the state's competitiveness
- Building a foundation for excellence

While the priorities are important, Bingham said he wanted to be sure that each budget item means more students would be graduating, moving up, or finding employment. In short, he wanted to see the outcomes expectations of the budget recommendations. Worthy said it is

possible to draw a statistical link between funding an FTE and the probability of graduating another student. The HECB is working on strengthening that link.

Grinstein reminded that the role of research is discussed in the strategic master plan. He suggested that it should be determined if it is appropriate to deal with research specifically (other agencies are already working on it) or if it should be left out of the current budget. He also suggested changing the budget matrix to give various elements a column to themselves, realizing that some of the elements will cover several objectives.

### **Report of the Financial Aid Committee**

#### **State Need Grant and State Work Study Rules Changes Approved**

Roberta Greene introduced the financial aid discussions. John Klacik, HECB director of student financial assistance, presented the proposed rules changes for the State Need Grant (SNG) and State Work Study (SWS) programs. Rules changes would:

- Establish the board's guidance for the less-than-half-time pilot program authorized by the Legislature last year. Through this program students taking four or five credits at nine schools in the state receive one quarter of the maximum full-time SNG award, and less-than-half-time students do not have to enroll in a degree program for up to one year.
- Give former foster youth funding priority in the SNG and the SWS programs.

In addition to the changes above, the board will be asked to consider approving another rules change at its December meeting, whereby students enrolled in an applied baccalaureate program at a two-year institution will receive the SNG at a rate commensurate with the tuition (which will be at the level of four-year regional institutions).

Action: **Roberta Greene** moved to approve the proposed rules changes for the SNG and SWS programs (Res. 06-22); **Sam Smith** seconded the motion. The resolution was unanimously approved.

#### **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Program Update**

Klacik and Weiya Liang, associate director for GEAR UP, provided an overview of the successful first and second GEAR UP grant cycles. The program helps produce more bachelor's degrees and reduces time-to-degree for low-income students, often of ethnic minorities. The program is federally funded, but requires dollar-for-dollar matching by the state. GEAR UP students and their parents enter the program in seventh grade, and may receive tutoring and mentoring, participate in after-school and summer programs, and receive assistance in selecting colleges and applying for admission. They receive scholarships to attend the Washington institution of their choice. The success of the program is most evident in the numbers: 73

percent of GEAR UP graduates attend college, compared to 57 percent of high school graduates statewide. Expanding GEAR UP funding would allow the program to extend outreach services and early intervention.

Bingham asked if school districts and individuals selected to participate in the GEAR UP program are representative of the state in terms of average income. Liang replied that school districts must meet the following criteria to be invited to submit a request for proposals:

- More than 50 percent of the student body participates in the free- or reduced-lunch program.
- The school is not already receiving services such as TRIO or GEAR UP.

Furthermore, participating students must be on the free or reduced lunch list, or the student's family must participate in the Temporary Assistance for Needy Families (TANF) program.

Colin noted that for programs such as GEAR UP, parental outreach is the foundation for success. He expressed concern for parents who do not know what steps to take to send their children to college. Klacik assured Colin that GEAR UP requires parental involvement and teacher professional development and has long-term benefits in the community.

Grinstein asked about the possibility of working with the Office of the Superintendent of Public Instruction (OSPI) to extend the GEAR UP model. Liang replied that GEAR UP is currently collaborating with OSPI in gathering data, designing curricula, and selecting school districts.

Bingham stated that a program such as GEAR UP should extend to all school districts in the state, not just twelve. Any student who wants to go to college should go, regardless of income. Scholarship support must be flexible enough that everybody who wants to graduate should get the support they need.

Grinstein asked if providing information about existing scholarship opportunities is part of the process. Klacik replied that the program targets the neediest, hardest to reach, and most eligible students in the state. These students typically do not aspire to go to college and do not apply.

Smith noted that the Washington Education Foundation (WEF), through the Achievers' Program and the Higher Education Readiness Opportunities program (HERO), has provided more money than the state to pre-college readiness programs.

### **University of Washington off-campus property acquisition approved**

In accordance with the provisions of RCW 42.30.110, the board held an executive session from 11:30-12:00 to consider a prospective real estate transaction by the University of Washington. Under state law, off-campus property acquisitions by the state's public colleges and universities require HECB approval.

The board voted on the proposed property acquisition during the open portion of its meeting.

Action: **Mike Worthy** moved to approve UW's off-campus property acquisition (Res. 06-23); **Sam Smith** seconded the motion. The motion was unanimously approved.

### **Report of the Executive Director**

Sulton briefed the board on the following activities and initiatives:

- The Commission on the Future of Higher Education has released the second draft of its report on developing a comprehensive national strategy for postsecondary education. Some of the recommendations are issues that Washington is already addressing, such as: improving data collection; reducing the need for remedial coursework in college; easing the student transfer process; and, creating a new accountability system.
- The HECB has awarded State Work Study "Incentive Grants" to ten institutions. Ranging from \$3,000 to \$5,000, the awards will strengthen the SWS program at the campus level.
- The HECB has introduced a pilot program called WAFAX, or Washington Financial Aid Exchange, to help institutions process financial aid for students who are enrolled in two institutions at the same time. WAFAX was created using Qwest settlement funds awarded by the K-20 Network Board. The system will be implemented this fall.
- Governor Gregoire awarded 118 scholarships to help emancipated foster youth go to college.

### **Report of the Education Committee**

The Education Committee has met twice to discuss the day's agenda items, education chair Sam Smith said. The committee reviewed reports on diversity in higher education, online student advising, and the role and mission of higher education in Washington.

#### **"Diversity in Washington Higher Education"**

Sulton said the draft report "Diversity in Washington Higher Education" is intended to be comprehensive in scope and is a work in progress. Conversations with stakeholders will continue to take place in the coming weeks through focused meetings and public forums around the state. In September the final report will be brought back to the board for further discussion and possible adoption.

Using data from a wide range of sources, the report attempts to track the movements of students belonging to ethnic minorities throughout the Washington higher education system. In spite of increases in the enrollment of minority students, there are still challenges to diversity in Washington.

Strategies for enhancing diversity include:

- Increasing efforts at the pre-collegiate level

- Helping students succeed in college, looking at programs that work
- Increasing faculty diversity
- Promoting systemic change

Bingham asked about the next steps in the process. He suggested that a conversation between HECB staff and representatives from the institutions to spotlight achievements would help energize people to continue in their efforts toward a diverse system in Washington.

Sulton said EWU has invited the HECB to hold a forum in Cheney. The report will undergo many changes as these types of conversations take place. Input is also needed from the faculty and state ethnic commissions. Regarding energizing the process, the report includes a list of practices that work. However, Sulton reminded, it is important to note that there is no system-wide practice that works. This is Washington's opportunity to develop one.

Bingham inquired whether the HECB should be using income and social strata rather than ethnicity in order to better understand the problem. Sulton replied that he personally feels it is important to use ethnicity. Grinstein added that it will ultimately be necessary to look at both income and ethnicity, since the financial aid system will have to be redesigned to match the needs of students according to both factors.

Greene stated that while it is necessary to look at income, the focus must remain on the diversity aspect of the conversation. There are some difficult conversations that need to happen, research on diversity that needs to be done, and recommendations that need to be presented to the state. There are disincentives for children of color to attend college; these need to be exposed and counterbalanced with incentives. If the participation of people of color in higher education mirrored their presence in the state, Washington would gain a significant economic advantage and improve its civic environment. Above all, she said, we must be known as a state that values diversity.

Sulton said one step in the right direction is determining how the report works with existing diversity plans at the campus level. He added that the recommendations in the report are costly, but the consequences of not acting on the recommendations could cost more.

### **Master of Science in Real Estate at the University of Washington Approved**

Randy Spaulding, acting director of academic affairs, provided background and process information on UW's proposed M.S. in Real Estate program.

Jim DeLisle, Runstad professor of real estate, urban planning and design at UW, cited four key elements that the program would address.

1. Employer demand - Because of the increasing complexity of the market, businesses have difficulty finding qualified employees who are able to conduct more rigorous analysis and interdisciplinary problem-solving.
2. Student demand - Existing programs are overwhelmed, accepting 20-30 students a year out of 90 qualified students.



3. Funding - The state has committed funding for the first core group of 20 students and UW will increase funding as the program grows to 40 students. These supplemental funds are permanent; the program will therefore be able to recruit tenure-track faculty, ensuring the legacy of the program.
4. Sustainability - Industry experts and peer institutions agree that as high as it currently is, demand will increase over time.

Industry representatives described employer needs and the benefits that the M.S. in Real Estate program would bring to the community.

- Larry Remmers, senior vice president at Wells Fargo Bank/Real Estate Group and a founding member of UW's Runstad Center for Real Estate Studies: Remmers said real estate business is becoming more sophisticated, requiring an increasing amount of expertise. Instead of training apprentices as has been traditionally done in this field, Wells Fargo has been recruiting graduates of the Runstad Center because they have proven to be knowledgeable in the business. The proposed MS in Real Estate will help produce the type of qualified employees that his company needs.
- Mike Makar, managing director for CBRE/Melody, the world's largest real estate services company: Makar agreed that UW's Runstad Center graduates are more qualified than graduates of other programs; however, it still doesn't provide the level of training that his firm would like to see in its new hires. He said an MS in Real Estate would help fill that need.
- Kelly Price, CFO for CamWest Development, one of the largest residential developers in the state of Washington: Having seen new hires struggle as they enter the field, Price sees a definite need for a program that would produce graduates with knowledge of project management, an understanding of finance and capital markets, environmental and transportation issues, and an understanding of land-use issues as they relate to the Northwest.

Action: **Sam Smith** moved to approve the M.S. in Real Estate at the University of Washington (Res. 06-16); **Bill Grinstein** seconded the motion. The resolution was unanimously approved.

### Statewide role and mission for higher education

The higher education infrastructure is undergoing major changes, most of which are happening with no central organizing mechanism. Spaulding said a statewide role and mission for higher education would provide a policy-driven framework for future expansion, and would help eliminate program overlap and inefficiencies.

Sam Smith agreed noting that, since 2005 alone, Washington has gone from six to 14 public institutions providing four years of baccalaureate degree coursework, with more growth seen in

the coming years. He said a statewide role and mission would certainly help the HECB and the state grow in a more focused direction.

Grinstein asked if the framework for future expansion will be adequate to guide program proposals from the institutions. Spaulding said it should be considered one of a set of tools (regional needs assessment would be another) to help with academic planning. Grinstein asked to what extent regional assessment is instructive to the institutions. Spaulding said each institution has its own way of responding to regional needs, and the response tends to be included in their mission statements. Furthermore, some institutions are required by statute to serve the region, while others are not.

Bingham suggested that a longer-term picture—at least ten years—would help the board understand the needs of the state in a number of areas, especially in terms of working with institutions to craft role and mission statements. He noted that students are missing from the mission statement, and should be included.

Staff will engage in a dialogue with public institutions and stakeholders to draft a statewide role and mission statement. The draft statement will be submitted to the board for adoption at its December meeting.

### **Online Student Advising Pilot Project**

The HECB has been awarded \$225,000 of residual funding from the Qwest settlement to pilot an online advising system that would enable students at any community college to explore degree programs at any baccalaureate institution in the state through one Web site. Peggi Munkittrick, Lin Zhou, and David Stanley of AcademyOne, the HECB's private-sector partner for this venture, demonstrated the capabilities of the system.

*Course Atlas* is an online, searchable database of courses and equivalencies. It has two different interfaces—one for the institution and one for the student—which are designed to meet the needs of the users. Course equivalencies are determined by the institutions. While the institutions have the option to use common course numbering, the database doesn't require it, and even renders it moot.

Sulton said that this type of project is perfectly aligned with the strategic master plan and a positive step for the state.

### **Biennial review of academic enrollments, programs and locations**

In September 2005, the board adopted a revised framework for: approving new degree programs; creating off-campus teaching sites and centers; and, assessment and reporting requirements for new and existing programs offered by the six public baccalaureate institutions.

During the board's meeting in July, staff presented the proposed classification of existing off-campus instructional locations as teaching sites and centers. Staff also summarized programs

approved, name changes, reclassifications, and programs eliminated in the past two years. The classification system includes the following:

- Teaching site: Would enroll fewer than 150 students in no more than three distinct degree programs.
- Center: Would enroll between 150 and 1,500 students in two or more distinct degree programs; would provide more extensive on-site services and resources than a teaching site.
- Branch and system campuses: Operated by a public four-year institution. Examples are UW Tacoma and Bothell and WSU Spokane and Tri-Cities.

Implementing a classification system and using it in tandem with the *Program and Facility Approval Policies and Procedures* would help the HECB manage the growth of higher education, thereby helping create a more efficient system.

Grinstein asked to what extent lower-division coursework is designed to meet degree production in a center or site. Spaulding replied that WAFAX will be a crucial tool because there will be an increase in co-enrollment agreements. It would also help to integrate upper- and lower-division coursework.

Bingham asked if such a system would increase degree production, in which fields, and what types of degree. There is currently no data to answer that question.

### **Public Comment**

Jane Sherman, associate vice provost for academic affairs at Washington State University, stated that the online advising pilot project could be one of the best things to happen in Washington higher education; however, some concerns need to be addressed. The pilot advising project as it is currently presented is a course-by-course equivalency program; the state's policy is to work on a degree-by-degree basis. Many existing degrees allow students to transfer smoothly to all the public and most of the private institutions in Washington. Sherman said the concern is that the advising project would push aside existing degree transfer agreements.

Another issue with the online advising system is that many programs are in high demand and therefore very competitive. Ana Mari Cauce, UW executive vice provost and professor of psychology, cautioned that completing all necessary equivalencies does not necessarily mean the student will get accepted in a specific program. The concern is that students who do not do well will not be advised early on to enter a different field.

Debbie Johnson, associate director for information systems, said that in addition to the pilot advising systems, focus groups are being put together to help gather this type of information from institutions. The system would allow students to choose among institutions as well as among majors.

On another matter, Sherman suggested the board should increase the overall priority level given to TIAA-CREF in the agency budget proposal. Adding TIAA-CREF to HECB employees'

benefits package would give the agency the leverage it needs to hire the best candidates, which would in turn benefit the Washington higher education system as a whole.

The meeting adjourned at 3:30 p.m.



September 2006

## **DRAFT Bachelor of Arts in Japanese Western Washington University**

### **Introduction**

Western Washington University (WWU) seeks Higher Education Coordinating Board approval to offer a Bachelor of Arts degree in Japanese. The program would offer students an opportunity to contribute to the region by providing linguistic, cultural, and social skills important in preparing graduates for jobs in a variety of industries that rely on global trade. The program would begin enrolling students in fall 2006.

### **Relationship to Institutional Role and Mission and the Strategic Master Plan**

The program would draw on the strength of the existing undergraduate minor in Japanese Language and Culture with an emphasis on developing high levels of proficiency in language and communication skills. The program is consistent with the mission of Western Washington University providing students with “skills useful in a rapidly changing and highly technical world.” The program would seek to educate internationally aware global citizens. Graduates would be prepared to work in diverse communities at home and bring skills and knowledge to organizations involved in economic development, trade, and commerce with international partners, especially with our key trading partners in Asia.

The programmatic goals are consistent with the goals of the *Statewide Strategic Master Plan for Higher Education* of providing opportunities for students to earn degrees, and responding to the state’s economic needs. The strength of Washington’s economy is founded in large part on trade with partners around the Pacific Rim. The proposed program would provide students with an understanding of Japanese language and culture that would provide them a range of opportunities in organizations involved in international trade and commerce.

### **Program Need**

The BA in Japanese program responds to needs expressed by students, employers, and community stakeholders. The *State and Regional Needs Assessment* anticipates growth in the humanities as part of the overall growth in the higher education system. While the study of world languages is not specifically cited in the needs assessment, Japanese language teachers are

in short supply in the K-12 system, and given Washington's proximity and trading relationships with a number of Asian countries, an understanding of Japanese language and culture would be an asset to a number of organizations.

Student interest in the program was assessed through multiple approaches. The program developers reviewed enrollment trends in advanced Japanese language courses and found an increase of 25 percent over a four-year period. The department also conducted a survey of first and second year Japanese language students in 2004. Of those responding, 35 indicated that they would be interested in a Japanese language major. Experience of students who designed their own degrees through the "student-faculty designed major" is further evidence of demand. Over the past seven years, 21 students have completed a curriculum similar to the program currently under review. In addition, in 2004, 41 students enrolled in related programs including Linguistics and East Asian studies majors with a focus on Japanese. Program developers would expect some portion of these students to select the Japanese major. The University of Washington also indicated that their Japanese programs routinely turn away qualified applicants and there is a need for greater capacity for Japanese majors in Washington.

The program developers indicate that graduates with advanced language and cultural skills are in high demand among employers. Given the proximity to the Pacific Rim and the importance of Japan and other Asian nations to our state's economic vitality, students would be able to prepare for a wide range of occupations. Demand is expected to be especially high in banking and technology occupations. Community organizations, the Consulate-General of Japan at Seattle, and companies in the region, have consistently supported departmental events and are kept informed about the planned program development.

The Office of the Superintendent of Public Instruction indicates "some shortage" for Japanese teachers. In its report *2004 Educator Supply and Demand in Washington State*, OSPI reported 20 openings for world language teachers with a specialization in Japanese. Students wishing to enter teaching would need to meet additional requirements, including completion of an appropriate teacher certification program.

The proposed program would not unnecessarily duplicate programs currently offered in the region. Currently the University of Washington and Central Washington University offer Japanese, and in 2004-05, awarded a combined total of 28 degrees in Japanese Language and Literature. The program has received support from the University of Washington as one of the required external reviews and also has received a letter of support from Central Washington University.

## **Program Description**

The BA in Japanese program draws on the strengths of the current undergraduate minor with an emphasis in language and communication. The curriculum includes a strong language component as well as instruction in "content" areas that would provide students with background on Japanese history and culture.

The program curriculum has already been through the institutional review and approval process. Most of the required courses have been offered in the past; however, much of the senior year coursework is new. A number of the courses are offered primarily in Japanese, and as a result, language proficiency is strongly emphasized in the curriculum.

Student who complete the first year Japanese sequence, and maintain at least a 2.5 GPA, would be eligible for admission to the program. Once admitted, students would complete a total of 55 credits within the major including 48 credits of required coursework and seven elective credits within Japanese. Students would have a range of options to complete additional electives within the department or from other areas to round out their course of study for a total of 180 credits. With appropriate planning students would have an opportunity to complete a minor in another area or to double major. As part of their curriculum, students in the program are strongly encouraged, though not required, to take advantage of a foreign study opportunity in Japan.

Successful completion of the program would prepare graduates for a broad range of careers. Humanities graduates generally prove to be quite versatile in the range of occupations they enter; the specific skills in language and culture developed in this program would be especially marketable and provide a strong foundation for careers in a number of fields.

The program would accommodate 5 FTE students in the first year and grow to 30 FTE at full enrollment in year 5. The program would be delivered by existing faculty, two tenure track positions and one visiting professor. Based on feedback from the reviewers the institution has committed to the conversion of the visiting faculty position to a tenure track position. In addition, the department has committed to add non-tenure track faculty, as needed, to deliver curriculum.

Due to the sequential nature of the coursework, student assessment will be ongoing within individual courses and as the student progresses through the program. The curriculum clearly defines student outcomes and levels of proficiency for the program as a whole. Students would be assessed through oral and written examinations, class work, and writing assignments.

The program would be assessed through a process implemented for the department as a whole, which includes student feedback through surveys, exit interviews, and an alumni survey. In addition, faculty would assess the program and employers would assess graduates. The program also would track measurable outcomes such as time to degree, retention, and completion rates.

## **Diversity**

The program would participate in and support Western Washington University's campus-wide effort to enhance and support diversity on campus. The program itself would likely attract a diverse student population, including students with Japanese heritage who are interested in developing their language skills and/or understanding of Japanese history and culture. The department sponsors "Japan Week" which is a celebration of Japanese language and culture that attracts support and participation from throughout the region.

## External Review

The program was reviewed by two external experts, Matsuo Soga, Professor Emeritus, The University of British Columbia, Professor Emeritus, Nagoya University of Foreign Studies and Amy Snyder Ohta, Associate Professor of Japanese, University of Washington.

Both reviewers indicated support for the program, citing student demand for the program and the need for graduates with the skills developed within the program. In addition, both reviewers articulated a need for more faculty to deliver the curriculum effectively. In response to this second concern, the program developers have added temporary faculty to deliver the first year of the program, and they have been responsive to reviewers concerns by adding additional faculty resources.

Professor Soga applauded the program citing the quality of the existing offerings as evidenced by the preparation of students who had completed Japanese coursework at WWU then studied at Nagoya University of Foreign Studies. Soga also noted the quality of the existing faculty at WWU, indicating every confidence that they would put on a high quality program.

Professor Ohta emphasized the need for such a program to meet student demand. She indicated that the University of Washington turns away many good students and that additional capacity for the study of Japanese is sorely needed. Ohta also discussed the need for additional faculty and expressed concern about the depth and breadth of the program, especially in the content areas. Her concerns centered on three key issues, whether there were enough required courses, whether the “content” courses would have sufficient depth if taught in Japanese, and that study abroad was not a requirement.

The program developers responded to her comments in detail, making some modifications to courses based on concerns raised in the review. The program developers maintain that the emphasis on language proficiency early in the curriculum does prepare students for the advanced coursework, and in fact, the curriculum was designed with the proficiency of students who complete the existing series of courses in mind. The program developers assert that the curriculum would provide the appropriate level of depth and breadth consistent with other language majors offered at the institution. That said, the department also indicated that they would closely monitor the degree to which students were able to engage in their senior level content courses and would formally review the courses after they are taught for the first time. The program would maintain the existing recommendation that students engage in a term abroad but would not add this as a requirement.

The program received letters of support from Eastern Washington University and Central Washington University.



## Program Costs

The program would enroll five FTE students in the first year and grow to 30 FTE in the second year. Existing faculty would provide instruction. Three FTE faculty positions would be assigned to the program, and two staff would contribute 10 percent of their time to the program for .2 FTE staff support.

No capital improvements are required for the implementation of the program.

Total cost for the program is \$37,685 per FTE in the first year and \$6,280 per FTE at full enrollment in year five, which is similar to the cost of the “arts and letters” bachelor’s programs offered at WWU, which average \$5,920 in direct costs.

## Staff Analysis

The proposed program would support the unique role and mission of the institution by providing students with an opportunity to engage in a curriculum that would prepare them to live and work in a global economy. It would supply them with skills and knowledge needed to work in a broad range of occupations, especially those in international trade and commerce.

The program also supports the *Strategic Master Plan* goals by providing opportunities for students to earn degrees. It would respond to the economic needs of the state by producing students who are qualified to work in a global environment. Those knowledgeable of the language and culture of Pacific Rim nations would contribute to the state’s economic growth and development.

The program draws on an experienced and well-qualified faculty and has responded to reviewers concerns by adding faculty resources. In addition, the proposal outlines a well-defined student level assessment system with clear learning. The proposal lays out an assessment approach for the program as a whole, involving a variety of stakeholders including students, employers, and faculty.

The program responds to demonstrated student, employer, and community needs; which is consistent with the state and regional needs assessment and the institution’s own assessment of need.

The proposal references institution wide diversity efforts but does not provide an explicit plan to attract and retain a diverse student body to the major. Implementation of the proposal will require further planning in the development of communication and outreach activities to attract and retain a diverse group of students.

The program would not unnecessarily duplicate existing programs and would be offered at a reasonable cost.

## **Recommendation**

Based on careful review of the program proposal and supplemental sources, HECB staff recommend approval of the Bachelor of Arts in Japanese at Western Washington University, effective fall 2006.

**RESOLUTION NO. 06-24**

WHEREAS, Western Washington University proposes to offer a Bachelor of Arts in Japanese;  
and

WHEREAS, The programmatic goals are consistent with the goals of the *Statewide Strategic Master Plan for Higher Education* of providing opportunities for students to earn degrees, and responding to the state's economic needs; and

WHEREAS, The program would respond to demonstrated student demand and provide students linguistic, cultural, and social skills important in preparing graduates for jobs in a variety of industries that rely on global trade; and

WHEREAS, The program draws on an experienced and well-qualified faculty, and

WHEREAS, The program is founded on a set of clearly defined outcomes for the program and individual students, and sets out a means to track student progress and the success of the program over time; and

WHEREAS, The costs are reasonable.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Arts in Japanese, effective fall 2006.

Adopted:

September 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Jesus Hernandez, Secretary

September 2006

## **DRAFT Bachelor of Arts in Film and Video Studies Central Washington University**

### **Introduction**

Central Washington University (CWU) is seeking approval to offer a Bachelor of Arts degree in Film and Video Studies (FVS). The proposed program would start in the winter of 2006 and would offer a degree with two options for specialization – one in Critical Studies and the other in Production. In addition, the program would offer students in other majors the opportunity to earn a Film and Video Studies minor in either Critical Studies or Visual Literacy. The program would be offered on the Ellensburg campus with daytime and evening courses and possible weekend field productions. Primary delivery mechanisms are in-person classroom and fieldwork.

### **Relationship to Institutional Role, Mission, and Strategic Master Plan**

The proposal reflects the goals of the *2004 Strategic Master Plan for Higher Education*. One goal of the Master Plan is responding to the state's economic needs. The proposed program is responsive to the state's film and video industry. According to a 2003 study by the economic consulting firm ECONorthwest, the economic impact of this industry in Washington represents \$316 million in annual income, supporting 8,033 jobs, with over \$656 million in additional economic output. State and local tax collections of \$18.4 million are directly due to film and video production.

It is unclear how much impact this program might have toward the goal for degree production because the university plans to fund the added costs of the program through internal reallocation. By 2010 – the fifth year of the program – 40 graduates are expected annually. If students already enrolled at CWU or another four-year institution in Washington simply chose this major over another course of study, the impact on the number of degrees awarded would be negligible. On the other hand, some of the comments received from external reviewers suggest the program may attract students to CWU, not only from across Washington, but from other states as well.

One of the faculty reviewers from the University of Wisconsin-Stevens Point stated he would have no hesitation recommending the program, not only to his students, but even to his own children. If the program succeeds in attracting students to CWU who might not otherwise attend a baccalaureate institution in Washington, the program could increase the number of degrees awarded. CWU plans to recruit students to the FVS major and to CWU both from within and outside of the state.

## Program Need

Student interest in and demand for the program are indicated by the lengths to which some CWU students have gone in recent years to piece together a program of study with a similar focus. Between 2000 and 2004, 27 students were admitted to an Individual Studies Program with a focus on Film and Video Studies and related majors. In order to embark on such a course of study these students had to work with a faculty member to develop a proposed program of study which they had to submit for approval to the Associate Vice President for Undergraduate Studies. The administrative burden of that process was such that the institution discontinued the option, and, in 2005 began developing the current proposal.

CWU describes the level of student interest in courses currently offered in film and video studies as “significant” and reports enrollment in these courses is “high.” Inquiries from students about the prospective major have been numerous. CWU anticipates enrollment of 30 students in the first year of the program, increasing steadily to 80 students by the fifth year.

There is evidence of growing employer need for graduates in this field. The Bureau of Labor Statistics projects 31 percent growth in employment in motion picture and video industries from 2002 to 2012 – almost double the projected rate of increase in employment across all industries. According to Washington State’s Occupational Outlook for 2002-2012, the expected annual number of new job openings is: 19 audio-visual specialists; 51 editors; 147 graphic designers; 5 film and video editors; 29 journalists; and 5 museum technicians and conservators. The most relevant category included in the HECB *State and Regional Needs Assessment* is Arts, Design, Entertainment, Sports, and Media Occupations. There are 1,200 projected annual job openings in this category from 2007-2012. The current supply of graduates in this classification is only meeting 75 percent of the demand in the job market.

Community needs that could be addressed through the program include entertainment and intellectual enrichment for the public by virtue of opportunities to attend performances, screenings, film series, exhibitions, and original productions. Students and faculty would participate in and enhance existing activities targeted toward Hispanic and Native American communities funded through GEAR UP. Finally, the internship and service learning opportunities included in the program would allow students to provide community service – likely in the K-12 school system and probably elsewhere.

Although each of the state’s six public baccalaureate institutions offer coursework in film and video studies, this program would still be somewhat unique. WSU and WWU offer only minor concentrations in this field. UW has a Cinema Studies focus in the Comparative Literature department, but this program does not include the production components and is not interdisciplinary, according to the proposal. EWU has a major and a minor program option but that program is not interdisciplinary and is narrower in scope, according to the proposal. Finally, TESC has the only other program of comparable breadth by virtue of its interdisciplinary approach. However the TESC program is not comparable in depth since it is only a one-year sequence. The proposal from CWU, therefore, concludes that no public baccalaureate institution in Washington offers a program comparable both in scope and depth.

Students already pursuing an interest in film and video through courses previously available at CWU have achieved a variety of awards and recognition. In 2005, for the tenth consecutive year, CWU students earned top video production honors at the multi-state Student Electronic Media Competition of the National Broadcasting Association for Region 6. CWU students won first place awards in several categories of the competition, including documentary film, music video, video commercials, promos and public service announcements. National awards earned by CWU students include three Telly Awards in 2003 and 2004, as well as first and second place awards for alternative programming at the 2005 Spindletop International Film Festival. CWU recently hired an additional faculty member in the Communication department and a dean in the English department. With expertise in media, film and video, these additional resources are available to further enhance program quality.

### **Program Description**

The Film and Video Studies (FVS) major would seek to prepare graduates to go on to either further study at the graduate level in film or television or to pursue careers in creative aspects of media such as producing, editing, directing, screen writing, cinematography and acting or in journalism, arts and museum management, library science, and related occupations.

The major would require 75 credits to complete. Of the 75 required credits, five courses totaling 20 credits form the core of the curriculum which all majors would be required to take. Beyond the core, the curriculum would vary depending on the choice of specialization. In the **Production specialization**, four additional core courses are required covering topics such as TV production and production management. Another five courses (22 credits) must be selected – one each from five groups of two or three courses. These groupings of courses emphasize such topics as writing, production, history and applied activities such as practicum and cooperative education courses. The production specialization is completed with 19 elective credits which may be selected from a group of 19 courses in departments such as Film and Video Studies, English, Communication, Theater and others.

The Critical Studies specialization also starts with the 20-credit core course sequence for the major, and adds six required courses for this specialization, totaling 24 additional credits, and covering topics such as history of television and film, genre studies and ethnicity and culture in film and television. One course in international cinema and 27 elective credits chosen from a list of 26 courses from departments including English, Communication, Foreign Languages, and other departments, complete the requirements for the major in this specialization.

The new program's minors in Critical Studies and Visual Literacy were designed to be useful to students majoring in Communication, English and Education. The minor in Visual Literacy seems to offer particular value to future teachers who would work with K-12 students growing up steeped in today's rapidly evolving culture of technology and visual media. Teachers who have a foundation in film and video may be better equipped to connect with students whose a learning style is oriented toward visual forms of communicating information, as is the case in film, television and related media and technologies.

## Diversity

Both faculty members primarily responsible for developing this program proposal are Native American and share a strong interest in recruiting a diverse group of students of color to CWU. Faculty who would participate in the program from the English and Communication departments are among the most diverse at the institution. The program director for FVS plans an aggressive recruiting and marketing effort targeting secondary schools with high proportions of students of color. This program would link closely with the Bridges Project currently run by the Communication department at CWU to assist Native American and Hispanic students in preparing for college.

## Program Costs

State allocations for students enrolled, tuition revenue, and internal reallocation would provide funding for the program. No additional faculty or program administration staff would be hired. About two thirds of the courses needed to operate the program as planned are already in the CWU curriculum. The program would account for 1.25 FTE faculty in the first year growing to 4.0 FTE faculty at full enrollment in year five. Administrative and support staff salaries would initially consist of .5 FTE. At full enrollment, more administrative time is anticipated and the total for administration and support would grow to .83 FTE. Additional costs in the first three years of the program would include: \$3,850 for software and \$35,000 for equipment. At full enrollment, annual cost for software would be \$2,500, and \$5,000 for equipment. Finally, the budget includes \$1,500 per year for library acquisitions. Total cost of the program would be \$5,574 in the first year, and \$4,722 at full enrollment in year five. This compares to an average direct cost of \$5,992 for upper division instruction in Arts and Letters at CWU.

## External Review

Three external experts reviewed the program proposal and offered support for the plan. Professor Tolstedt is a faculty member in media studies of the Division of Communication at the University of Wisconsin-Stevens Point and also is Director of Broadcasting at that institution, and is a board member for the Broadcast Education Association. He is impressed with the interdisciplinary structure of the program, and finds a good blend of work at beginning to advanced levels built on an excellent foundation. He believes graduates of the program would be a step ahead of other students in pursuit of graduate study or careers.

Professor Tolstedt describes two concerns: uncertainty that students would attain mastery of writing; and whether students would be sufficiently exposed to legal issues involved with film and video. In reply, CWU points out that students in the Production specialization would be required to take at least two writing courses, including one in the medium specific to their particular interests. They also note exposure to legal issues in a course required for the Production specialization entitled *Production Management for Film and Video*. CWU also clarified to HECB staff that the curriculum for the Critical Studies specialization does include a three course series of writing intensive courses that would mitigate this concern. Understanding of legal issues may be less important for the Critical Studies than the Production specialization.

Another reviewer is on the faculty in communication, focusing on media, at Pacific Lutheran University. This reviewer states that the proposal “may be unparalleled in the United States” and in regard to the proposal was effusive in a congratulatory and laudatory vein. A third reviewer, who also supports the proposed program, is a member of the faculty at New Mexico State University in the department of Journalism and Mass Communications and served several years on the faculty at the University of Cincinnati.

A detailed evaluation of the proposal also was submitted by a member of the community who is co-founder of the Ellensburg Film Festival, an independent filmmaker and screenwriter and a volunteer liaison for the Washington State Film Office. This review provides rich perspective not only on the strengths of the proposal but also aspects of the program that could be enhanced in the future. This review observes that the proposed program lacks “technology based technical training in topics such as computer animation.” The response from CWU notes that due to the high cost of equipment, advanced digital animation technology is currently beyond the scope of the proposed program but could become a focus over time as student demand and resources warrant. The expert community member concludes with the judgment that the proposal is “carefully constructed, well balanced and innovative.”

In addition, the interim provost and vice president for academic affairs at EWU sent a letter of support for the proposed program.

### **Staff Analysis**

The proposed program would provide a unique new degree opportunity in the state, at least within the public sector. There appears to be disinterested third party corroboration for the claim by CWU that “Film and video production is clearly an area in which CWU can become a sphere of distinction.” This program could draw students to CWU from not only within the state but beyond its borders. There is clear demand for graduates with these skills. Though the numbers are small when compared to a variety of other fields, demand is growing rapidly. Worldwide multiplication of video and visual information providers, the growing need for programming, and the dramatic march of new developments in relevant technology and regulatory changes for television coming in 2009, all support the conclusion that this is a field that will continue to grow. This field will provide expanding opportunities for graduates to contribute to the economy and pursue satisfying careers.

Community benefits associated with this proposed program are unusual. The public has a strong interest in film, television and other visual modes of storytelling and sharing of information. Artistic and intellectual offerings of this type can help the institution make deeper and more satisfying connection with the community than is the case for many higher education programs.

### **Recommendation**

Based on a careful review of the proposal and external comments provided by CWU, HECB staff recommend approval of the Bachelor of Arts in Film and Video Studies Program at Central Washington University, effective winter 2006.



**RESOLUTION NO. 06-25**

WHEREAS, Central Washington University proposes to offer a Bachelor of Arts in Film and Video Studies; and

WHEREAS, The proposed program would provide a unique new degree opportunity of in this state, drawing students from within the state and beyond our borders; and

WHEREAS, The program would respond to demonstrated student demand and provide them with expanded opportunities in a growing field; and

WHEREAS, The community has a strong interest in film, television and other visual modes of storytelling and sharing of information; thus, the proposed program has a strong ability to help the institution develop deep ties with the community; and

WHEREAS, There is evidence of growing employer need for graduates in this field; and

WHEREAS, The program has undergone an extensive development and review process and has received support from external experts; and

WHEREAS, The costs are reasonable.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Arts in Film and Video Studies, effective winter 2006.

Adopted:

September 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Jesus Hernandez, Secretary

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

September 2006

## **DRAFT Bachelor of Fine Arts in Graphic Design**

### **Eastern Washington University**

#### **Introduction**

Eastern Washington University is seeking approval to establish a Bachelor of Fine Arts in Graphic Design. The proposed program would offer baccalaureate level preparation for students entering occupations as graphic designers, advertising and promotions managers, fine artists (painters, sculptors, illustrators), and multi-media artists and animators. The graphic design program would be a traditional daytime program offered on the Cheney campus and would combine and build upon the current curricula offered in the Art Department and the Engineering & Design Department (E&D). The program would begin in fall 2006.

#### **Program Need**

The faculty considered four measures of need in developing the program: projected job demand for graduates of Graphic Design nationally and in Washington, local business support, student interest, and the presence of similar programs in the region.

Students who graduate with a degree in graphic design are entering a growing industry. According to data published by the U.S. Department of Labor and Statistics, jobs related to graphic design have grown nationally from roughly 142,000 in 2002, to just over 186,000 in 2004. The mean annual wage of these jobs was \$41,380. Those employed in specialized design services had a mean annual wage of \$47,760. Washington ranks sixth in the total number of graphic design positions available nationally, providing clear evidence of a healthy job market.<sup>1</sup>

The prospects for students in Washington are quite similar. According to data from the Employment Security Department (ESD), jobs related to graphic design increased at a rate faster than the overall job market since 2001. During the past two years, graphic design jobs increased about 2.5 percent per year and are projected to continue along this trajectory through 2012. Though growth rates are predicted for all types of graphic design-related jobs, occupations in multi-media art and animation are projected to grow especially quickly at 3.4 percent per year, with a 33 percent increase between 2004 and 2012. When examined for longer-term forecasting, the ESD expects a 22 percent increase in available graphic design positions by 2021.

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<sup>1</sup> Data provided by the state Employment Security Department; projected changes in demand for graphic designers from 2002 to 2012. Washington is preceded by California, Illinois, New Jersey, New York, and Ohio in terms of total number of positions.

The Spokane area economy is unusual in that it is not characterized by a few dominant employers. Instead, nearly 57 percent of the firms in and around Spokane have one to four employees. Thus, program planners examined regional need by surveying several local graphic design businesses. In 2004, managers of graphic design firms participated in a telephone survey in which they were asked if they thought the program was necessary; they were asked to provide general comments also. Though the sample was small (five firms responded), each of the respondents strongly supported the program.

The proposed program also was presented to the Spokane Public Relations Council, a group representing a cross section of professionals working in public relations, marketing communications, and graphic design. Nine council participants provided feedback and all were supportive of the program.

Students also indicate a need for the proposed program. According to a survey given to students from 2004, 97 percent strongly agreed that there is need for the program. A total of 74 percent indicated that they would enroll in the program immediately, if resources allowed.<sup>2</sup>

Faculty also examined the availability of similar programs in the region. Looking at program options available to students in Eastern Washington, no comparable programs are available. Gonzaga, Whitworth, and Washington State University do not offer such a degree. However, there are other full-scope programs offered in the state. The program at Central Washington University is the closest, but it is not within a 150-mile radius of the Cheney campus. There also is a similar program offered at the University of Idaho, Moscow, but, students would face out-of-state tuition rates if they decided to attend UI.

Finally, Spokane Falls Community College offers an associate degree in graphic design. However, the SFCC program is primarily technical, and does not provide the theoretical or intellectual preparation that the market place demands for many graphic design jobs. Thus, the proposed program would be filling a current geographic need.

## **Program Description**

The proposed degree program is interdisciplinary, in that it combines existing courses from the Art Department with courses from the Engineering & Design Department. Faculty note that BFA programs nationally had about a 50/50 division in both traditional fine art and design coursework. Prior to this degree, students at Eastern who wanted to develop portfolios competitive for the graphic design job market were advised to double major in Art and Engineering & Design. Program planners are seeking to maximize efficiency with this proposal by combining key elements from both disciplines into one graphic design major.

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<sup>2</sup> The survey was given to EWU students currently enrolled in graphic courses in the E&D department. Forty-two students were surveyed. Visual Communication Design majors were especially encouraged to respond. The strength of support varied among different majors, but all participants agreed that the program was needed and expressed an interest in enrolling.

The proposed degree would require 114 credits within the major. These include a mix of upper- and lower-division courses that provide students the opportunity to develop ability in both technical and visual communications as well as core skills in the area of fine art. The degree also would provide students greater cultural, historical, and aesthetic appreciation of the function of design. The proposed degree would require 35-40 credits of general education as well as a senior capstone project. Taken as a whole, the program would function as a center of emphasis and resource for the visual arts, communication, and technology for the university community and the community at large.

Faculty from both the Art and E&D departments have jointly designed the curriculum so that it encompasses core student learning outcomes from both disciplines. At this point of the proposed program's development, however, there is only one course that is taught by faculty from both departments. More team-taught classes could be added as the program develops.

The proposed program would be supported by one full-time professor at EWU who would act as director and also serve as faculty. Classes would be taught by 12 faculty members from the Art and E&D departments. EWU is planning to add another full-time faculty member at the end of the second year of the program based on enrollment growth. Feedback from external review indicates that EWU might consider adding additional full-time faculty earlier in the program's development. The "External Review" section provides further discussion of this issue.

If the program is approved, faculty from Spokane Falls Community College and EWU will work to form an articulation agreement between SFCC's Graphic Design Program and EWU's Graphic Design program.

## **Assessment**

Students would be assessed using portfolios, in which students select and justify portfolio choices, monitor progress, and set learning goals. This development process provides opportunities for student-teacher dialogue and enables faculty to evaluate the degree to which class objectives are being internalized and met by their students. In addition, students will have to orally defend their work three times in front of both faculty and outside professionals. Results of these assessments will be shared with the students to identify areas of strength and weakness, enabling them to improve.

The program also would use portfolio development as a formative method of assessment. The program portfolio is designed to monitor the success of the program and would include student evaluations, course syllabi, course materials, and outstanding student work. The portfolio would provide faculty the opportunity to review a wide variety of class materials in order to assess teaching effectiveness and program objective achievement.

In addition, program planners would establish the Graphic Design Advisory Committee comprised of local professionals in the design field. The committee would periodically examine curriculum, review student and program portfolios, and keep the faculty informed of current needs within the field. Several of the external reviewers lauded this addition and recommended

that its use to address current needs within the community as well as the field at large. Also, the council represents potential employers and could be of great use for internship placement and employment upon graduation.

## **Diversity**

The program proposal includes a very brief narrative regarding student and faculty diversity. The gender, ethnic, and religious diversity of the program faculty is greater than that of the university as a whole.

## **External Review**

Eastern Washington University submitted the program to four external experts for review. The administrative chair for the School of Design at Rochester Institution of Technology, Patti LaChance, submitted a supportive review and noted that current employment statistics for graphic designers clearly indicate a need for the program. The chair noted the curriculum met all the basic curricular expectations. She also indicated that EWU would be well advised to add full-time faculty with a background in graphic design, stressing that having more full-time faculty dedicated to the program, early on, would be of great benefit. She states, “(It) is the full-time faculty who bring consistency, stability, and an emotional investment to its degree programs.” EWU noted this recommendation and intends to add another full-time faculty member at the end of the second year of the program. They would monitor program growth carefully to ensure allocation of resources at the appropriate time in the proposed program’s growth.

The program also was reviewed by the Director of Graphic Design within the Department of Art at Central Washington University. Professor Glen Bach submitted a supportive review of the proposed program and indicated that the program has a “sound foundation with clearly defined program assessment methods and student learning outcomes.” He encouraged program planners to re-examine the Spokane market to make sure that there were really enough career opportunities to warrant the influx of graduates of the program. He further recommended that measurement of future program success be based on additional assessment, including the percentage of graduates placed within one year after graduation, as well as tallying the total number of students who go on to graduate school and attain their advanced degrees.

The third external review was conducted by Rita Robillard, former chair of the Art Department, School of Fine and Performing Arts at Portland State University. Professor Robillard indicated that the proposed degree was indeed necessary and that the level of student interest bodes well for enrollment once the program is established. She also highlighted the relationship with Spokane Falls Community College as important for program growth. Professor Robillard encouraged faculty at Eastern to create and actively engage with the council of local and regional design professionals, as a mechanism for creating a support network for both the program and its graduates.

The final external review was submitted by Byron Clercx, Chair of the Department of Art & Design at Marshall University. The chair's review of the program also was positive. He agreed that demand for the graphic design degree in the region was more than sufficient, but he believed that surveys conducted in the community included a pool of respondents too small to measure overall appeal of the program. Given the data regarding state and national demand and the strength of the proposal, the chair anticipated that enrollment would quickly outgrow the initial proposed faculty pool, and recommended the addition of more faculty and staff resources sooner rather than later.

## **Cost**

During the first two years of existence, the program would draw on existing faculty and staff resources as well as equipment and lab space already in place to support the Art and Engineering & Design Departments. As such, the proposal indicates that no additional funding is required in the first two years and relies instead on internal reallocation of funds. A total of \$118,700 is being reallocating from the Art and Engineering & Design departments over two academic years to support faculty and staff time, goods and services, travel, as well as equipment purchase and maintenance. Based on this reallocation, costs per FTE average \$9,892 in academic year 2007-08 for 12 FTE; and \$5,652 in 2008-09 to serve 21 FTE.

At the end of the second year, the proposal includes funding for one additional full-time faculty, estimated at \$56,500. Planners at Eastern intend to monitor the growth of the program carefully to ensure allocation of additional faculty resources at the appropriate time during the proposed program's growth.

## **Staff Analysis**

Data indicate strong student and employer demand for occupations related to graphic design, both regionally and nationally. Though there are several programs offered within the state, at the University of Washington, Central Washington University, Spokane Falls Community College, and the University of Idaho at Moscow, each of these programs brings with it a set of challenges for residents of Spokane. Either the programs are not within driving distance; they would require out-of-state tuition; or they are at the technical/associate level. With the evident demand and few viable options for instruction, the proposed program is well positioned to meet a regional need.

Twelve tenure-track faculty from EWU would teach the program, including one full-time professor who also would serve as director. EWU plans to add an additional full-time faculty member after the second year. However, since external review indicated that adding another full-time faculty member would lend greater program continuity, EWU is encouraged to monitor program growth carefully, to ensure addition of supplementary faculty resources in a timely manner.

Since the bulk of the courses already exist within the two departments, there are no additional costs assigned to the first two years of the program. Support for the proposed program would

come from internal reallocation of funds. Having examined the total funding reallocated to start the program, including additional costs associated with a second full-time faculty in year three, the cost per FTE of the program matches costs of similar programs across the state.

Students who otherwise would double major in Art and Engineering & Design could participate in a degree program that better integrates the two disciplines in one core curriculum. Based on the feedback submitted by expert external review, the curriculum meets or exceeds industry and academic expectations. Program and student assessment also are more than adequate.

### **Recommendation**

Based on careful review of the program proposal and supplemental resources, the HECB staff recommend approval of the Bachelor of Fine Arts in Graphic Design at Eastern Washington University, effective fall 2006.

**RESOLUTION NO. 06-26**

WHEREAS, Eastern Washington University proposes to offer a Bachelor of Fine Arts in Graphic Design; and

WHEREAS, The program would respond to student and employer demand for occupations related to the field of graphic design; and

WHEREAS, With the evident demand and few viable options for instruction, the program would meet regional needs by providing baccalaureate-level preparation to students who reside in the eastern portion of Washington; and

WHEREAS, The program has received support from external experts and employers stating that the program meets or exceeds industry and academic expectations; and

WHEREAS, The program is cost-effective, relying on existing faculty and staff resources to provide interdisciplinary education;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Fine Arts in Graphic Design, effective fall 2006.

Adopted:

September 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Jesus Hernandez, Secretary





**September 2006**

## **DRAFT Resident Tuition Eligibility of Washington Tribal Members**

Earlier this year, the Higher Education Coordinating Board (HECB) began the process to implement a rules change in response to legislation enacted in the 2005 session. The board was briefed on the proposed rules change at its May meeting in Walla Walla. At today's meeting, the board is asked to adopt proposed rules changes for resident tuition eligibility of Washington tribal members. If adopted, the proposed rules would take effect in November 2006.

### **Overview**

Washington's public colleges and universities use a tiered tuition and fee structure in which nonresident students pay more to attend. State law (RCW 28B.15) directs the Higher Education Coordinating Board to establish rules determining eligibility for resident status. The institutions implement the rules and determine the eligibility of individual students.

In most cases the student, or the student's family if the student is a dependent, must have a bona fide domicile in Washington for at least one year prior to the academic year in which the student wishes to enroll. Native American students qualify for Washington resident tuition if they were a resident of Idaho, Montana, Oregon, or Washington during the prior year and if they are a member of certain American Indian tribes.

In 2005, the legislature and governor enacted ESHB 1607, which clarified eligibility criteria dealing with tribal membership. The legislation removed a specific list of tribes whose members would be eligible for resident tuition and replaced it with a definition of eligible federally-recognized tribes whose "traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington." The new language eliminates the need to revise the law every time a new tribe receives federal recognition.

### **Provisions of Revision**

The proposed rules change would instruct institutions to reference the official list of federally-recognized Washington tribes, maintained by the governor's Office of Indian Affairs, to determine eligibility. This language would eliminate the need to list specific eligible tribes in the

Washington Administrative Code. The list of federally-recognized Washington tribes is available online at <http://www.goia.wa.gov/>.

A second provision, which would not change under the amended language, is a requirement that the students be domiciled in one of the following states: Idaho, Montana, Oregon, or Washington.

### **Public Comment**

The proposed rules change was posted with the Code Reviser on June 5, 2006 and was subsequently published in the Washington State Register (WSR 06-12-062). The HECB held a public hearing on the proposed rules change at the HECB offices in Olympia July 19, 2006, from 1 p.m. to 3 p.m. HECB staff have received no public comments on the proposed rules changes.

**RESOLUTION NO. 06-27**

WHEREAS, The Higher Education Coordinating Board is directed by RCW 28B.15.015 to adopt rules and regulations to be used by the state's public colleges and universities in determining a student's resident or nonresident status; and

WHEREAS, The legislature passed ESHB 1607, which became law on July 24, 2005; and

WHEREAS, The bill removed a specific listing of eligible federally-recognized tribes and replaced it with a definition of an eligible tribe; and

WHEREAS, Residency rules regarding student classification (WAC 250-18-020) must reflect these changes; and

WHEREAS, The board reviewed the proposed rules at its May 25, 2006 meeting; and

WHEREAS, Board staff accepted testimony through August 11, 2006 and held a public hearing on July 19, 2006; and

WHEREAS, No public comments were received;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopt permanent rules amending WAC 250.18 to reflect the current statutory provisions for the classification of students to determine eligibility for resident tuition and fees.

Adopted:

September 27, 2006

Attest:

\_\_\_\_\_  
Gene J. Colin, Chair

\_\_\_\_\_  
Jesus Hernandez, Secretary

AMENDATORY SECTION (Amending WSR 03-20-053, filed 9/26/03,  
effective 10/27/03)

**WAC 250-18-020 Student classification.** (1) For a student to be classified as a "resident" for tuition and fee purposes, he or she must prove by evidence of a sufficient quantity and quality to satisfy the institution that he or she:

(a)(i) Has established a bona fide domicile in the state of Washington primarily for purposes other than educational for the period of one year immediately prior to commencement of the first day of the semester or quarter for which he or she has registered at any institution; and

(ii) Is financially independent; or

(b) Is a dependent student, one or both of whose parents or legal guardians have maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the semester or quarter for which the student has registered at any institution provided that any student who has spent at least seventy-five percent of both his or her junior and senior years in high school in this state, whose parents or legal guardians have been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who has enrolled in a public institution of higher education within six months of leaving high school, shall be considered a resident only for as long as the student remains continuously enrolled for three quarters or two semesters in any calendar year; or

(c) Is a person who has completed the full senior year of high school and obtained a high school diploma - both at a Washington public or private high school approved under chapter 28A.195 RCW (or who has received the equivalent of a diploma). The person must have lived in Washington at least three years immediately prior to receiving the diploma (or its equivalent), and lived continuously in Washington state after receiving the diploma (or its equivalent) until the time of admittance to an institution of higher education (defined as a public university, college, or community college within the state of Washington). In addition, the person must provide an affidavit to the institution indicating that the individual will file an application to become a permanent resident at the earliest opportunity the individual is eligible to do so. Furthermore, the individual must indicate a willingness to engage in other activities necessary to acquire citizenship, including, but not limited to, citizenship or civics review courses; or

(d) Is a student who is on active military duty stationed in the state, or who is a member of the Washington national guard; or

(e) Is the spouse or dependent of an active duty military person stationed in the state of Washington; or

(f) Is a student who resides in Washington and is the spouse or dependent of a member of the Washington national guard; or

(g) Is a student of an out-of-state institution of higher education who is attending a Washington state institution of higher education pursuant to a home tuition program agreement under RCW 28B.15.725; or

(h) Is a student domiciled for one year in one or a combination of the following states: Idaho, Montana, Oregon, or Washington, and is a member of ~~((one of the following American Indian tribes:~~

~~(i) Colville Confederated Tribes;~~

~~(ii) Confederated Tribes of the Chehalis Reservation;~~

~~(iii) Hoh Indian Tribe;~~

~~(iv) Jamestown S'Klallam Tribe;~~

~~(v) Kalispel Tribe of Indians;~~

~~(vi) Lower Elwha Klallam Tribe;~~

~~(vii) Lummi Nation;~~

~~(viii) Makah Indian Tribe;~~

~~(ix) Muckleshoot Indian Tribe;~~

~~(x) Nisqually Indian Tribe;~~

~~(xi) Nooksack Indian Tribe;~~

~~(xii) Port Gamble S'Klallam Community;~~

~~(xiii) Puyallup Tribe of Indians;~~

~~(xiv) Quileute Tribe;~~

~~(xv) Quinault Indian Nation;~~

~~(xvi) Confederated Tribes of Salish Kootenai;~~

~~(xvii) Sauk Suiattle Indian Nation;~~

~~(xviii) Shoalwater Bay Indian Tribe;~~

~~(xix) Skokomish Indian Tribe;~~

~~(xx) Snoqualmie Tribe;~~

~~(xxi) Spokane Tribe of Indians;~~

~~(xxii) Squaxin Island Tribe;~~

~~(xxiii) Stillaguamish Tribe;~~

~~(xxiv) Suquamish Tribe of the Port Madison Reservation;~~

~~(xxv) Swinomish Indian Community;~~

~~(xxvi) Tulalip Tribes;~~

~~(xxvii) Upper Skagit Indian Tribe;~~

~~(xxviii) Yakama Indian Nation;~~

~~(xxix) Coeur d'Alene Tribe;~~

~~(xxx) Confederated Tribes of Umatilla Indian Reservation;~~

~~(xxxi) Confederated Tribes of Warm Springs;~~

~~(xxxii) Kootenai Tribe; and~~

~~(xxxiii) Nez Perce Tribe)) a federally recognized tribe whose traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted~~

reserved lands within the state of Washington. The official list of federally recognized Washington tribes maintained by the governor's office of Indian affairs shall be used to determine eligibility.

(i) Is a student who is a resident of Oregon residing in Columbia, Gilliam, Hood River, Multnomah, Clatsop, Clackamas, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, or Washington county. The student must meet the following conditions:

(i) Is eligible to pay resident tuition rates under Oregon laws and has been domiciled in one or more of the designated Oregon counties for at least ninety days immediately prior to enrollment at a community college located in the following Washington counties: Asotin, Benton, Clark, Columbia, Cowlitz, Franklin, Garfield, Klickitat, Pacific, Skamania, Wahkiakum, or Walla Walla; or

(ii) Is a student enrolled for eight credits or less at the Tri-Cities branch or Vancouver branch of Washington State University.

(2) A student shall be classified as a "nonresident" for tuition and fee purposes if he or she does not qualify as a resident student under the provisions of subsection (1) of this section. A nonresident student shall include a student if he or she:

(a) Will be financially dependent for the current year or was financially dependent for the calendar year prior to the year in which application is made and who does not have a parent or legally appointed guardian who has maintained a bona fide domicile in the state of Washington for one year immediately prior to the commencement of the semester or quarter for which the student has registered at an institution;

(b) Attends an institution with financial assistance provided by another state or governmental unit or agency thereof wherein residency in that state is a continuing qualification for such financial assistance, such nonresidency continuing for one year after the completion of the quarter or semester for which financial assistance is provided. Such financial assistance relates to that which is provided by another state, governmental unit or agency thereof for direct or indirect educational purposes and does not include retirements, pensions, or other noneducational related income. A student loan guaranteed by another state or governmental unit or agency thereof on the basis of eligibility as a resident of that state is included within the term "financial assistance;"

(c) Is not a citizen of the United States of America, unless such person holds permanent or temporary resident immigration status, "refugee - parolee," or "conditional entrant" status or is not otherwise permanently residing in the United States under color of law and further meets and complies

with all applicable requirements of WAC 250-18-030 and 250-18-035.

(3) A person does not lose a domicile in the state of Washington by reason of residency in any state or country while a member of the civil or military service of this state or of the United States, nor while engaged in the navigation of the waters of this state or of the United States or of the high seas if that person returns to the state of Washington within one year of discharge from said service with the intent to be domiciled in the state of Washington.

(4) Any resident dependent student who remains in this state when such student's parents or legal guardians, having theretofore been domiciled in this state for a period of one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution, move from this state, shall be entitled to continued classification as a resident student so long as such student is continuously enrolled during the academic year.



September 2006

## Classification of Off-Campus Teaching Sites

### Introduction

The Higher Education Coordinating Board is charged with the oversight and coordination of the state's higher education resources. Consistent with legislation and the *2004 Strategic Master Plan for Higher Education*, the HECB's *Program and Facility Approval Policies and Procedures*—adopted in September 2005—began the process of implementing policy for the approval of the establishment of new teaching sites, centers, or system campuses by the public baccalaureate institutions. The policies and procedures also require the board to classify existing off-campus teaching facilities as teaching sites, centers, or system campuses. The classification of a given site has implications for capital planning and for the provision of student and academic services.

These proposed classifications were presented to the board at its July meeting in Aberdeen. The board is being asked to approve the classifications at the September meeting.

### Overview

In September 2005, the HECB approved policies and procedures, which established a means for the orderly growth of off-campus teaching sites and centers. The board's policy recognizes that new instructional sites may develop in various ways. Instructional sites are classified according to a number of factors, including size, program array, and the level of service provided to students. Off-campus teaching facilities generally may be classified into one of three categories: 1) a teaching site, 2) a center, or 3) a system campus or four-year college or university.

Development of a new teaching facility may begin at any of these points. For example, institutional planning may call for the institution to develop an off-campus center without beginning as a teaching site. The institution may have no plans to grow the center into a system campus.

The proposed classifications were discussed at the July 2006 board meeting. Following that meeting HECB staff worked with institutions and the State Board for Community and Technical Colleges (SBCTC) to refine the classifications of existing sites. Through this process, one additional site was added to those recommended as "centers," based on discussion with the SBCTC and in recognition of agreements with public and private institutions to deliver



coursework and programs to that site. We have also added a listing of programs offered on site at various community colleges around the state in Appendix B.

## **Definition of Off-campus Teaching Sites**

### **Teaching site**

A teaching site may be a temporary teaching site dedicated to a limited number of degree or certificate program offerings and/or students. Typically, a teaching site would enroll fewer than 150 students in no more than three distinct degree programs.

An institution must make reasonable and appropriate provisions for student services to ensure that students have access to all resources and information required to support their academic programs. In addition, students must have access to academic resources including faculty, a library, technology resources, and laboratory space needed to meet program requirements.

An institution may not acquire property by purchase, gift, or other means for the purpose of establishing a teaching site.

### **Center**

The development of a higher education center or consortium represents a significant long-term investment of public resources. Consequently, the board considers these developments to ensure that they are: an efficient use of state resources; appropriate to the role and mission of the institution(s); and, provide for appropriate student, faculty, and staff support to ensure program quality.

A higher education center may be organized as a multi-institutional teaching entity or as a single university/college enterprise. Centers are often located on community college campuses. Centers may include agreements in which an institution brings in programs offered by another institution (e.g., a public or independent Washington institution and/or an institution outside Washington). Centers also may include co-location of two- and four-year institutions or multiple four-year institutions sharing an off-campus site.

Typically a higher education center would enroll students in multiple degree programs (two or more). Centers vary in size, but typically would enroll between 150 and 1,500 students.

Centers, relative to teaching sites, provide more extensive on-site student services and resources appropriate for a larger number of students. The governance structure of the center is at the discretion of the home institution and is consistent with policies at the main campus and other centers operated by the institution.

**System campus or new four-year college or university**

Establishing a new four-year college or university campus represents a substantial investment of state resources and requires significant planning. Prior to consideration of transition to or creation of a four-year college, an institution may first operate as a center or branch campus to ensure that student, employer, and community demand exists.

Through the legislative process, the Legislature and governor have the sole authority to establish system campuses or new four-year colleges or universities. The campuses operated by the University of Washington at Tacoma and Bothell and Washington State University at Spokane, Tri-Cities, and Vancouver are classified as “system campuses” with the authority to offer major lines of study and types and levels of degrees authorized by law under RCW 28B.45.

The HECB may recommend to the Legislature the creation of a new four-year institution or a change in status of an existing institution in response to student, employer, and community demand. A study of the feasibility for such an institution may be initiated by the board, an institution wishing a review of its status, or the Legislature.

The HECB, or an institution or a consortium of institutions in consultation with the HECB, must conduct a regional needs and feasibility study to determine the need for and scope of a proposed new four-year institution or campus.

**Classification Procedure**

The proposed classifications reflect consideration of a range of factors, including: the size of the teaching site in terms of enrollments, program array, and capital; the capacity to provide local services to students and faculty; and, the presence of a long-term commitment to serving students in the area.

A listing of existing off-campus teaching facilities with the proposed classifications is provided in Appendix A. These classifications have been reviewed with the institutions and the recommended classifications reflect consideration of feedback from the institutions and the State Board for Community and Technical Colleges.

**RESOLUTION NO. 06-28**

WHEREAS, The Higher Education Coordinating Board is charged with the oversight and coordination of the state's higher education resources; and,

WHEREAS, the HECB approved *Program and Facility Approval Policies and Procedures at its* September 2005 meeting --, which established a means for the orderly growth of off-campus teaching sites and centers; and,

WHEREAS, the HECB is implementing its policy for the approval of the establishment of new teaching sites, centers, or campuses by the public baccalaureate institutions; and,

WHEREAS, HECB staff worked with institutions and the State Board for Community and Technical Colleges to refine the classifications of existing facilities;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the classifications of existing instructional facilities as outlined in Appendix A of this report, and;

Be it further resolved that instructional facilities not listed in Appendix A of this report, and any change in status of an existing site shall be submitted to the HECB for approval according to the process outlined in the *Program and Facility Approval Policies and Procedures*.

Adopted:

September 27, 2006

Attest:

\_\_\_\_\_  
Gene J. Colin, Chair

\_\_\_\_\_  
Jesus Hernandez, Secretary

2005-06 University Center Partnerships at CTC Campuses		
Community or Technical College	Baccalaureate Partner	Degrees Offered
Bellevue, North Campus	EWU	BA Business Administration, BA Interdisciplinary Studies: Social & Behavioral Sciences; BA Children's Studies; BS Technology: Applied Technology Option
Bellingham	City University	BS Business Administration, BAE Elementary & Special Education
Big Bend, Advanced Technologies Education Center	CWU	BS Flight Technology (aviation management specialization) Course for business administration and accounting degrees
Big Bend, Advanced Technologies Education Center	Heritage University	BA Elementary Education, BA Social Work (effective fall 2006)
Cascadia (co-located with UWB)	UWB	BA Business Administration, BA Interdisciplinary Studies, BS Computing & Software Systems, BS Nursing (RN-BSN), Master Business Administration, MA in Policy Studies, Master of Education, Master of Nursing, Elementary Teacher Certification K-6
Centralia	WSU	BA Elementary Education (every other year)
Centralia	City University	BA Elementary & Special Education
Columbia Basin	WSU- TC	BS Chemistry (the 300 and 400 level labs are at CBC - other courses at WSU-TC)
Columbia Basin	Heritage University	BA Elementary Education with ESL endorsement, BA Social Work (effective fall 2006)
Clark	EWU	BS Dental Hygiene, BS Technology: Applied Technology Option
Edmonds	CWU	BA Law & Justice; BA Teaching Secondary Mathematics; BAS & BS Safety and Health Management; BS General Studies: Social Science; BS Accounting; BS Business Administration B.A.Ed. Elementary Education/TESE
Everett	WWU	BAE Elementary Education; BA Human Services
Grays Harbor	TESC	BA Liberal Arts
Grays Harbor	WSU	BA Elementary Education (every other year)
Green River	CWU	BA Elementary Ed w/Science Ed minor
Highline	CWU	BA Law & Justice; BS General Studies: Social Science; BS Accounting; BS Business Administration; B.A. Ed. Early Childhood Education/Elementary Education
Lower Columbia	WSU-V	BA Elementary Education
Olympic	Old Dominion University (Virginia, public institution)	Occupational Technical Studies, Engineering Technology, Business Administration, Teacher Education, Criminal Justice, Health Sciences, Human Services Counseling, Nursing RN to BSN
Olympic	WWU	BAE Elementary Education, BA Human Services, BS Environmental Science, BA Planning & Environmental Policy
Olympic	St. Martin's	Civil Engineering, Mechanical Engineering

**2005-06 University Center Partnerships at CTC Campuses**

<b>Community or Technical College</b>	<b>Baccalaureate Partner</b>	<b>Degrees Offered</b>
Peninsula	WWU	BS Environmental Science, BA Planning & Environmental Policy
Peninsula	City University	Elementary & Special Education
Pierce, Fort Steilacoom	CWU	BA Law & Justice
Pierce, Fort Steilacoom	EWU	BS Dental Hygiene
Pierce, Puyallup	CWU	BS Electronic Engineering Tech (ends this year)
Shoreline	EWU	BS Dental Hygiene
Skagit, Whidbey Island Campus	WWU	BAE Elementary Education
Seattle North	WWU	BAE Elementary Education
Seattle South	EWU	BS: Technology: Applied Technology Option
Seattle South	Heritage University	BA Elementary Education with ESL endorsement
South Puget Sound, Hawks Prairie Center	Chapman University (CA)	BA Organizational Leadership
Walla Walla	WSU - Intercollegiate College of Nursing	RN to BSN
Wenatchee	CWU	BA Elementary Education
Wenatchee	WSU	BS in Horticulture - Tree Fruit Option:
Yakima	CWU	BA Law & Justice, B.A. Ed. Elementary Education
Yakima	WSU- Intercollegiate College of Nursing	RN to BSN

W A S H I N G T O N  
**H I G H E R**  
**EDUCATION**  
C O O R D I N A T I N G   B O A R D

**September 2006**

## **Briefing Report on Higher Education Study of Snohomish, Island, and Skagit Counties**

### **HECB Information Item**

The consultant team of NBBJ and MGT of America will present findings at the September 27 board meeting on the Snohomish, Island, and Skagit Counties (SIS) study. The following staff briefing report is provided as background to that presentation. The consultant's final report will be presented at the October 26 board meeting. Higher Education Coordinating Board (HECB) staff will also present a staff recommendation at the October 26 meeting. The board will take action on the recommendations at a special board meeting to be scheduled.

### **Background**

The 2005-2007 state capital budget directed the HECB to evaluate higher education and workforce training needs in Snohomish, Island, and Skagit Counties and recommend solutions to the Legislature and governor. The board is charged with delivering an interim report of preliminary findings by January 15, 2006, and a final report by December 1, 2006.

Specifically, the law as enacted calls for the board to:

- Assess the higher education needs in Snohomish, Island, and Skagit counties
- Recommend the type of institution or institutions to be created or expanded to address those needs
- Assess potential sites for an institution
- Identify costs and a process for completing a master plan for higher education expansion in the study area

The Legislature directed the board to form a 13-member local advisory committee, including six state legislators, the Snohomish County executive, and two business or education leaders from each of the three counties. In addition to convening the Local Advisory Committee, the HECB project team also brought together members of area institutions for a technical sounding board known as the Project Coordinating Team.

Membership of the Project Coordination Team included representatives from University of Washington, Bothell; Washington State University; Central Washington University; Eastern Washington University; Western Washington University; Edmonds Community College; Everett Community College; Skagit Valley College; Office of Financial Management; the State Board for Community and Technical Colleges; the Workforce Training Board; and a representative of the K-12 community. Early in the process a meeting was held with the five Native American tribes in the region who were offered a seat on the Project Coordination Team but elected to stay informed of team activities by other means.

The consultant study team of NBBJ (Seattle office) and MGT of America (Olympia office) worked at the direction of the HECB project team: Jim Sulton, executive director; Jim Reed, interim director, fiscal policy; and Marziah Kiehn-Sanford, associate director, fiscal policy.

A round of town hall meetings was held with the public in November 2005 to discuss higher education needs in the SIS region. Meetings were held in Marysville, Oak Harbor, and Mount Vernon. An interim report—as required by the capital budget—was developed, presented to the board at its January 2006 meeting, and delivered to the Legislature. A copy of the interim report can be found at [www.hecb.wa.gov](http://www.hecb.wa.gov).

Another round of town hall meeting was held in May 2006 to discuss alternatives. These meetings were held in Everett, Stanwood, Oak Harbor, and Mount Vernon.

## **Previous Studies**

Access to higher education in north King and Snohomish, Island and Skagit Counties has been the subject of numerous studies over the past 18 years, beginning in 1988 when the HECB recommended an upper-division branch campus be established in the Bothell-Woodinville area. In response, the 1989 Legislature established the University of Washington, Bothell (UWB) campus which was located for several years at Canyon Park in south Snohomish County. In 1991, the State Board for Community and Technical Colleges reported that the area with the greatest population growth and least access to community college services was in north King and south Snohomish Counties.

In 1992, outgoing Governor Gardner proposed the creation of a new four-year regional university: Cascade University. In 1993, the HECB was directed to study alternative models for meeting higher education needs in north King and south Snohomish Counties. In 1994, the Legislature directed co-location of the new Cascadia Community College with the UWB at the current location of the campus in north King County.

The 1996 Legislature authorized the HECB to undertake a study of a larger area: North Snohomish, Island, and Skagit Counties (NSIS). Two studies—NSIS I and NSIS II—resulted

in a recommendation of a multiple college and university center model to serve as the locus of pre-baccalaureate workforce training, baccalaureate, graduate, and continuing professional education programs via five primary sites in the region.

In 1997, the Legislature directed the HECB to develop a plan to expand higher education opportunities in the NSIS region. A university center model was chosen to be the service delivery method for the NSIS region with the belief that the resources of the consortium members could offer more extensive courses than could any individual institution. While the consortium was not able to develop any new baccalaureate programs, some graduate-level programs were offered at the Everett Station location and Central Washington University programs on the Edmonds Community College campus were expanded.

The 2005 Legislature ordered the consortium be refocused and assigned management and leadership responsibility for operations to Everett Community College. In addition, the Legislature directed the college to complete a NSIS Consortium conversion plan. The NSIS plan anticipates 700 to 1,500 FTEs, depending on program offerings, to be located on the campus of Everett Community College by 2015.

The 2005 Legislature also granted authority to the University of Washington, Bothell, to offer lower-division courses linked to specific majors in fields not addressed at local community colleges and to directly admit freshmen and sophomores. The enrollment projections of the UWB have been taken into account in the SIS study.

In addition, the 2005 Legislature directed the HECB to undertake the current SIS study, which is the subject of today's briefing.

## **Study Process**

The Project Coordination Team and the Local Advisory Committee have reviewed, discussed, and offered revisions to the information generated by the consultant team for the following tasks:

- Enrollment needs
- Possible roles and missions
- Alternative models for service delivery
- Requirements for space, land, and locale analysis
- Evaluation criteria and alternatives for meeting the needs of the study area
- Preferred delivery methods

As a result of the review, modifications have been made at all stages.

The consultants issued an interim report which was delivered to the Legislature in December 2005. The interim report focused on assessing the need for higher education in the Snohomish,



Island, and Skagit County area. Future enrollment levels were estimated using a participation rate methodology. The report noted that enrollment is only one measure of need. The HECB's *2004 Strategic Master Plan for Higher Education* recommends a significant change in how investments in higher education are planned, budgeted, and subsequently prioritized. The master plan calls upon the state to shift to an "output based" model that centers policy and budgetary decision upon degree awards within both the two- and four-year sectors.

To that end, the study integrated enrollment projections and degree/training needs of the three counties into a "degree output" estimate. Five alternative enrollment scenarios—representing various levels of success in increasing the area population's participation in higher education—were developed. In consultation with the Project Coordination Team and Local Advisory Committee, the consultant selected an enrollment level that would achieve the Washington state average participation rate by 2015 and the national average participation rate in the study area by 2025.

Lower-division enrollment estimates at both the four-year and community and technical college levels were made using actual 2004 Washington state participation rates. This resulted in lower-division enrollments being consistent across all of the alternatives. Given that Washington's community and technical college system exceeds the national average participation rate, it is not anticipated that the system's participation rate would continue to increase in the future.

## Study Findings

Prior to reaching a recommendation, the project team reviewed the following lessons learned with the Project Coordination Team and the Local Advisory Committee prior to the second series of town hall meetings in May 2006:

- The higher education participation rates for Washington, as a whole, are below the national averages for participation at four-year public institutions
- The participation rates of Washington's community and technical colleges are one of the highest in the country and well above the national average
- The higher education participation rates for the study area are below the current statewide averages for participation at four-year institutions
- Washington state ranks 45<sup>th</sup> among all states for bachelor's degree production
- Washington state ranks 10<sup>th</sup> among all states for residents age 25 and older with a bachelor's degree of higher
- The total higher education unmet need in the study area by 2025 is 10,767 FTEs
- The study area is diverse; a single solution is improbable
- As a whole, the SIS population is projected to increase nearly 40 percent by the year 2025, or more than 340,000 people, for a total population of nearly 1.2 million
- The largest demand for higher education in the area is to meet the needs of the traditional age student

- The program needs identified a demand for baccalaureate and graduate degrees in:
  - Business, Accounting, and Finance
  - Computer Science, Network, and Systems
  - Engineering and Engineering Technology
  - Nursing, Allied Health and Medical Professions
  - Hospitality
  - Project and Operations Management
  - Teachers, especially in special education, middle and high school
- The program needs identified a need for post-high school degrees through community and technical college associate degrees in:
  - Engineering Technology
  - Nursing and Allied Health
  - Business
  - Construction Trades and Technologies
  - Public Safety

### **Mission Statement and Need**

Following input from the Local Advisory Committee and Project Coordination Team, the following mission statement was adopted:

*Publicly funded higher education resource(s) providing a rich academic and technical experience, serving both place-bound and traditional college-aged students, with a wide array of lower-division, upper-division, graduate, and professional programs in arts, sciences, and technologies through both traditional and alternative delivery with emphasis on programs providing local, regional, and statewide benefit and satisfying identified needs.*

Public institutions of higher education were asked what additional FTEs they could serve and what plans for expanding degree offerings they had. These responses (termed “accommodated need” in the table below) were subtracted from projected estimated enrollments for the planning horizon of 2025, resulting in a total unmet need of 10,767 for lower-division, upper-division, and graduate and professional FTEs in the study area.

**ESTIMATED UNMET NEED IN 2025 (FTES)**

<b>Four-Year Level</b>	<b>Total Regional Need</b>	<b>Accommodated Need</b>	<b>Net Unmet Need</b>
Lower-Division	803	558	245
Upper-Division	5,036	1,651	3,385
Graduate/Professional	2,639	242	2,397
<b>Four-Year Total</b>	<b>8,478</b>	<b>2,451</b>	<b>6,027</b>
<b>CTCs – Lower-Division</b>	<b>4,740</b>	<b>0</b>	<b>4,740</b>
<b>Net Unmet Need</b>	<b>13,218</b>	<b>2,451</b>	<b>10,767</b>

*Source: MGT analysis*

**Alternatives and Criteria**

Six alternatives and criteria were developed. The Project Coordination Team asked that two additional alternatives be considered, bringing the total to eight:

- 1. Four-Year Regional (governed by its own board)** – Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with comprehensive set of program offerings with unmet need for workforce education and basic skills met by growth of area community colleges.
- 2. Four-Year Polytechnic (governed by its own board)** – Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with a poly-technical focus with unmet need for workforce education and basic skills met by growth of area community colleges.
- 3. Four-Year System Regional (transfer oriented)** – Four-year institution with a comprehensive focus, affiliated with an existing four-year institution, limited lower-division and oriented to upper-division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower-division academic need met by area community colleges.
- 4. Four-Year System Polytechnic (transfer oriented)** – Four-year institution with a polytechnic focus, affiliated with an existing four-year institution, limited lower-division and oriented to upper-division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower-division academic need met by area community colleges.

5. **Upper-Division/Grad Branch Campus** – Branch campus of an existing institution, upper-division and graduate with substantial increases in enrollment at area community colleges to address all lower-division academic unmet need as well as unmet needs for workforce training and basic skills.
6. **Unaffiliated Upper-Division University** – Upper-division university, no affiliation with existing campus, upper-division and graduate with substantial increases in enrollment at area community colleges to address all lower-division academic unmet needs as well as unmet needs for workforce training and basic skills.
7. **“University Center”** offering upper-division and graduate programs with substantial increases in enrollment at area community colleges to address all lower-division academic unmet need as well as unmet needs for workforce training and basic skills.
8. **Conversion of an existing area community college** into a comprehensive university with unmet needs for workforce training and basic skills education met by other area community colleges and/or through creation of a new technical college.

Details on the eight alternatives are attached to this report. The eight alternatives were ranked by the consultant team according to criteria which had been modified by both the Project Coordination Team and Local Advisory Committee:

### **Programmatically Responsive**

- Gathers information on service area needs on a regular basis
- Acts quickly to establish or modify programs to respond to needs
- Fosters and maintains perception of responsiveness on the part of area leaders
- Responsive to basic skills needs
- Responsive to workforce training needs
- Responsive to lower-division and transfer needs
- Responsive to baccalaureate needs
- Responsive to graduate education needs
- Responsive to professional<sup>1</sup> education needs

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<sup>1</sup> Other than “First Professional” programs such as law, medicine, and dentistry.

### **Accomplishes Participation Rate and Degree Award Goals (attractiveness to consumer)**

- Potential to be attractive to potential students who might not otherwise seek a degree at levels where current participation and degree production are below objectives
- Ability to meet participation rate goals at basic skill levels
- Ability to meet participation rate goals for workforce training
- Ability to meet participation rate goals at lower-division/transfer level
- Ability to meet participation rate goals at baccalaureate level
- Ability to meet participation rate goals at graduate level
- Ability to meet participation rate goals at professional program level
- Effectiveness in meeting degree award goals as a percentage of enrollment at each level

### **Programs Meet Local and State Education and Cultural Needs**

- Programs based on consultation with state and area educators and community cultural leaders
- Advisory committees exist to assist in program selection and development
- Incorporates mechanisms to evaluate relevance of program offerings
- Ability to incorporate applied research in programs and institutes that support area and state educational and cultural objectives

### **Programs Meet Local and State Education and Economic Needs**

- Programs based on consultation with state and area educators and employers
- Advisory committees exist to assist in program selection and development
- Incorporates mechanisms to evaluate relevance of program offerings
- Ability to incorporate applied research in programs and institutes that support area and state economic objectives

### **High Quality Instructional Support and Student Services**

- Provides extensive library/learning resources that are available to all students
- Provides physical facilities that effectively support scientific and technical programs
- Incorporates “cutting edge” instructional technology into facilities and programs
- Provides physical facilities that are adaptable to changing program needs
- Provides a full range of student services that are easily accessible to all students, both on and off campus
- Is sensitive to unique needs of older, place-bound students
- Creates an atmosphere of student life that is attractive to students and aids in admissions and student retention
- Ability to generate local funds for scholarships and grants

- Incorporates an effective student recruitment program
- Works closely with area school districts and, in case of upper-division, area community colleges to ease transition

### **Continuity and Predictability**

- Alternatives expected to be a long-term solution and supported in a manner consistent with a long-term solution
- Selected alternative is clearly perceived as representing a long-term commitment by the state
- A clearly defined campus exists to serve as a focal point for institutional operations
- Programs based on sufficient evidence of need to be predictable from year to year
- Long-term and sustainable funding (or the intent to fund) has been identified

### **Facility with a Clear Institutional Presence (and perceived quality and reputability)**

- A highly visible and attractive campus exists that reflects architectural quality in design and construction
- Although other entities may be present, the campus is clearly associated with the institution
- Ability to foster a high degree of loyalty to facilitate independent fund raising

### **Flexibility and Adaptivity**

- Capacity exists to facilitate response to changing conditions
- Role not so narrowly defined as to limit ability to respond to local, state, national, and global needs
- Ability and willingness to incorporate ongoing needs assessment in program planning and review

### **Builds on Existing Area Programs**

- Institution has ability to offer degrees to facilitate links to community college technical programs
- Has clearly defined articulation with area colleges
- Includes area institutions in program planning process
- Cooperates with area institutions in program delivery

### **Convenient Formats and Times Provided to Students**

- Courses offered in both day and evening hours
- Course options available to both on- and off-campus students through Web-based (or similar) technology at student's convenience
- Both synchronous and asynchronous modalities are provided
- Instructional support and student services available in both day and evening
- Sufficient mass exists to facilitate weekend operation

### **Time to Implement**

- Ability to use alternative sites in start-up phase
- Time to implement consistent with institutions of similar type
- Probability that implementation schedule can and will be met

### **Consultant Rankings/Recommendations**

Based on the above criteria, the consultants ranked the eight criteria in the following order of preference:

1. Four-Year Polytechnic (governed by its own board)
2. Four-Year Regional (governed by its own board)
3. Four-Year System Polytechnic (transfer-oriented)
4. Four-Year System Regional (transfer-oriented)
5. Upper-Division/Graduate Branch Campus
6. Upper-Division/Graduate (no affiliation)
7. Community College to Four-Year Conversion
8. University Center Model

The results remained the same regardless of whether the scores were weighted. In addition, the following assumptions were part of the analysis and were discussed with the public at the May 2006 town hall meetings:

- **The development of a new university should not be thought of as a singular event.** Rather, it is a centerpiece of a variety of changes needed to meet the higher education needs of the study area. Changes are also needed in the number of community college FTEs and improvements in the way that services are delivered. The highest ranking alternatives are a major part of meeting that need. However, because the study area is so diverse, a single solution cannot meet all needs. The study teams believe that the key to success in meeting the needs of the region lies in developing something new and not trying to take some existing entity and attempt to turn it into something different or attempt to shape it into something new and different. Excitement and momentum

surrounding a new endeavor has a better chance of succeeding than reconstituting something that already exists and dealing with residual conflicts. The needs of the region will best be met if cooperation instead of competition is the norm.

- **The University Center at Everett is proposed for incorporation into the four-year proposal.** The higher education center at Edmonds Community College (CWU Lynnwood) will continue to play a similar role as it does currently in serving a portion of the needs of north King and Snohomish Counties. Consistent with testimony to the Legislature and verbiage in the conversion plan, the Everett University Center was treated in the analysis as a near-term to mid-term solution in meeting the higher education needs of the study area. Space vacated by the Everett University Center would be backfilled by expected growth of the Everett Community College, particularly academic transfer FTEs.
- **The community colleges will continue to supply students to baccalaureate institutions.** Those academic transfer FTEs are proposed to increase in the study area.
- **The construction of a new university is proposed to occur in phases** with initial occupancy by 2013 and a second phase for additional capacity for 2015. Prior to that the first classes offered by the university will be in leased space, starting in September 2010. The capacity assumed in these two phases will meet the 2015 enrollment target of 3,200.

### Local Advisory Committee Recommendations

Several members of the Project Coordination Team questioned the outcome of the ranking, preferring the University Center Model or branch campus model and expressing concern that other needs in the higher education system would not be addressed adequately if the only focus was on a four-year university solution. The Local Advisory Committee embraced the top four alternatives which were presented to the public at the May 2006 town hall meetings:

1. Four-Year Polytechnic (governed by its own board or “unaffiliated”)
2. Four-Year Regional (governed by its own board or “unaffiliated”)
3. Four-Year System Polytechnic (transfer-oriented or “affiliated”)
4. Four-Year System Regional (transfer-oriented or “affiliated”)

These alternatives were the only ones which fully addressed the unmet need for higher education in the study area. (See detail on individual alternatives and enrollment impact, attached to this report.)

Public comment on the alternatives was overwhelmingly in favor of an unaffiliated polytechnic or unaffiliated four-year regional university. Existing institutions were described as inaccessible or with limited opportunities for enrollment. Specifically, the UW Bothell campus was



described as too far away or too difficult to commute to from Everett and points north due to traffic conditions. Under all alternatives, Island County residents faced special access problems and spoke to the need for a separate community college instead of a branch campus in Oak Harbor in addition to supporting a four-year university for the region. A frequently expressed opinion was that an independent campus—two-year or four-year—would be more responsive to local needs.

On July 12, following review of initial cost information and reaffirming the input of the business community, the public, and economic issues both locally and statewide, the Local Advisory Committee unanimously decided to narrow the alternatives for cost analysis to two alternatives:

1. Four-Year Polytechnic (governed by its own board or “unaffiliated”)
2. Four-Year System Polytechnic (transfer oriented or “affiliated”)

The consultant team recognized that the two alternatives were not mutually exclusive and that affiliation could transform into independent governance in the maturation of the institution.

The sentiments for the polytechnic focus included the following:

- Such institutions are practical in orientation, technical in nature yet typically provide a core of arts and sciences programs that can accommodate general student needs in a fashion similar to a regional university
- They offer a wide variety of professional programs other than the First Professional fields of law, medicine, and dentistry, etc.
- The institution would fully respond to the program needs of the SIS region and also fill an unmet need in the state as a whole for additional polytechnic educational services, without significant duplication of offerings in existing institutions
- The role and mission of the institution would be clear in its name and brand to both prospective students and other institutions
- A polytechnic focus would support the area’s economic needs by providing needed programs and through cooperative arrangements with area industry

The Local Advisory Committee also voted to combine locales into two separate areas to investigate for potential sites: Everett/Marysville (recommended by the consultant team) and Stanwood/Arlington.

Following the July 12 meeting, the project directors asked for written comments from the Project Coordination Team members. Response was limited. At the suggestion of a member of the Local Advisory Committee, the HECB project team convened a meeting on August 11 with available members of the Project Coordination Team to receive additional feedback regarding the preferred alternatives. The results of that meeting were reported to the Local Advisory Committee on August 21 and members of the Project Coordination Team were invited to address the Local Advisory Committee directly. Following the discussion, the Local Advisory

Committee voted to recommend a single alternative to the Higher Education Coordinating Board:

1. Four Year Polytechnic (governed by its own board or “unaffiliated”)

In addition, the Local Advisory Committee voted to send a letter to Governor Gregoire supporting a need for bridge funding of \$250,000 to continue onto the next steps of site analysis in the supplemental capital budget as well as a placeholder of \$31 million for property acquisition, land options, master plan, and operating and administrative funding in the 2007-2009 capital and operating budgets.

The Everett/Marysville locale continues to score higher than any combination of more northern locations of Arlington/Stamwood. The consultants propose to first investigate sites in Everett/Marysville before venturing into the Arlington/Stamwood locale. This will be part of future work, funded either by bridge funding in the supplemental capital budget or biennial budget.

## **Summary of Alternatives to Respond to the Defined Needs of the Snohomish, Island and Skagit Region**

### **Revised Draft Mission Statement Applicable to the Selected Alternative**

***Publicly funded higher education resources providing a rich academic and technical experience, serving both place-bound and traditional college-aged students, with a wide array of lower division, upper division, graduate, and professional programs in arts, sciences, and technologies through both traditional and alternative delivery with emphasis on programs providing local, regional, and statewide benefit and satisfying identified needs.***

### **Assumptions Applicable to All Alternatives**

- Significant increases in services and enrollment will be provided by the three area community colleges
- Expanded upper division and graduate services will be provided to areas that are not in the immediate vicinity of the main location of the selected alternative
- The functions of the selected alternative will encompass instruction, scholarly activity that may include research, and public service
- The selected alternative will have a highly visible local presence at a location designed to promote ease of access
- There will be close linkages to the community
- The alternative will include well developed articulation with area community colleges
- The alternative will provided a full range of student services and high quality instructional support including library and learning resources
- There will be capacity for outreach including a strong distance learning component
- In addition to providing services to traditional students, services for time and place-bound adults will be incorporated into operations and planning
- The Everett University Center (with an estimated enrollment of between 400 and 500 FTE by the year 2010) will be integrated within or under all alternatives
- Services to the region provided by the UW-Bothell, the Central Washington University Center at Edmonds, and the WSU distance education program will continue and their estimated 2025 enrollments from the study area have been taken into account in the table below

### **ESTIMATED ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Fall FTE Enrollment</b>	<b>Partial Responses</b>	<b>Remaining Unmet Need</b>
Lower-Division	5,171	186	4,985
Upper-Division	4,141	756	3,385
Graduate and Professional	2,397	0	2,397
<b>TOTAL</b>	<b>11,709</b>	<b>942</b>	<b>10,767</b>

**Alternative 1: Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with comprehensive set of program offerings with unmet need for workforce education and basic skills met by growth of area community colleges**

This Alternative is similar in nature to the three existing regional universities

- Alternative will have its own governance structure
- Diverse curriculum responsive to local area and regional needs
- Programs ranging from liberal arts and sciences to technologies and targeted professional programs.
- Initial phases will focus on commuting students but development will include the availability of a residential component
- Institution will emphasize entry at freshman level and accommodate transfer students at all levels
- Graduate programs will incorporate applied research and will be developed gradually in response to demonstrated needs
- Comprehensive student life environment, including inter-collegiate athletics, will be fostered
- Expansion of area community colleges will focus primarily on meeting needs for workforce education and basic skills
- Articulation of technical programs will be incorporated into planning

**ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 1</b>	<b>Community Colleges</b>
Lower-Division	4,985	2,378	2,607
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>8,160</b>	<b>2,607</b>

**Alternative 2: Four-year comprehensive public institution (not affiliated with an existing institution), undergraduate and graduate, with a poly-technical focus with unmet need for workforce education and basic skills met by growth of area community colleges**

This Alternative is similar to a “polytechnic university” such as Cal Poly Pomona or Cal Poly San Luis Obispo and therefore unique in the state of Washington

- Alternative will have its own governance structure
- Initial program development will focus on technologies that will complement community college technical programs and areas of demonstrated need both within and outside the SIS region
- An engineering program is anticipated with specific fields developed in consultation with industry
- A general studies degree will be a component. Over time, individual degree programs will develop although emphasis will be on programs involving a mix of academics and practice
- Science and technology programs will be developed in response to statewide needs and access demands.
- Graduate programs will stress applied research and practical applications. Doctoral programs are not anticipated.
- Comprehensive student life environment, including inter-collegiate athletics, will be fostered over time.
- Initial phases will focus on commuting students but development will include the availability of a residential component
- Expansion of area community colleges will focus primarily on meeting needs for workforce education and basic skills
- Articulation of technical programs will be incorporated into planning

**ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 2</b>	<b>Community Colleges</b>
Lower-Division	4,985	2,378	2,607
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>8,160</b>	<b>2,607</b>

**Alternative 3: Four-year institution with a comprehensive focus, affiliated with an existing four-year institution, limited lower division and oriented to upper division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower division academic need met by area community colleges**

This Alternative is similar to a university system campus, e.g., UWB, with a limited number of lower division classes with an emphasis on upper division and graduate education with a diverse curriculum

- Program initiation will be assisted by the “parent institution” and subject to decisions of the system administration and board
- Initial undergraduate program development will complement community college programs and areas of demonstrated need in the SIS region
- Curriculum will be diverse and responsive to continuing needs assessment
- Focus will be on commuting students
- Potential for residential component
- Graduate programs will be developed in response to area needs and will incorporate applied research
- Comprehensive student life environment will be fostered
- May have a co-location option
- Expansion of area community colleges will be substantial with growth in all enrollment categories
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

**ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 3</b>	<b>Community Colleges</b>
Lower-Division	4,985	1,128	3,857
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>6,910</b>	<b>3,857</b>

**Alternative 4: Four-year institution with a polytechnic focus, affiliated with an existing four-year institution, limited lower division and oriented to upper division and graduate with all unmet need for workforce training and basic skills and a majority of unmet lower division academic need met by area community colleges**

This Alternative is similar to a university system campus, e.g., UWB, with a limited number of lower division classes with an emphasis on upper division and graduate education with a polytechnic focus

- Program initiation will be assisted by the “parent institution” and subject to decisions of the system administration and board
- Initial undergraduate program development will focus on technologies that complement community college programs and areas of demonstrated need both within and outside the SIS region
- An engineering program is anticipated with specific fields developed in consultation with industry
- A general studies degree will be a component. Over time, individual degree programs will be developed with emphasis on sciences and technology in response to statewide needs
- Focus will be on commuting students
- Potential for residential component
- Graduate programs will stress sciences and technology and will incorporate applied research. Doctoral programs are not anticipated
- Comprehensive student life environment will be fostered
- May have a co-location option
- Expansion of area community colleges will be substantial with growth in all enrollment categories
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

**ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 4</b>	<b>Community Colleges</b>
Lower-Division	4,985	1,128	3,857
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>6,910</b>	<b>3,857</b>

**Alternative 5: Branch Campus of an existing institution, upper division and graduate with substantial increases in enrollment at area community colleges to address all lower division academic unmet need as well as unmet needs for workforce training and basic skills**

This Alternative is similar to the Washington university branch campuses as originally conceived with enrollment limited to upper division and graduate

- Program initiation will be assisted by and subject to decisions of the main campus
- Junior standing required for admission to the undergraduate program
- Initial undergraduate program development will complement community college programs and areas of demonstrated need in the SIS region
- Curriculum will be diverse and responsive to continuing needs assessment
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Efforts will be made to establish centers on each community college campus to foster student and program articulation
- May have a co-location option.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

**ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 5</b>	<b>Community Colleges</b>
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>5,782</b>	<b>4,985</b>



**Alternative 6: Upper Division University, no affiliation with existing campus, Upper Division and Graduate with substantial increases in enrollment at area community colleges to address all lower division academic unmet need as well as unmet needs for workforce training and basic skills**

This Alternative is similar to that of a regional university with enrollments and programs limited to the upper division and graduate levels

- Alternative will have its own governance structure
- Diverse upper division curriculum responsive to local area and regional needs
- Programs ranging from liberal arts and sciences to technologies and targeted professional programs
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Efforts will be made to establish centers on each community college campus to foster student and program articulation
- May have a co-location option.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

**ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 6</b>	<b>Community Colleges</b>
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>5,782</b>	<b>4,985</b>

**Alternative 7: “University Center” offering upper division and graduate programs with substantial increases in enrollment at area community colleges to address all lower division academic unmet need as well as unmet needs for workforce training and basic skills**

This Alternative is similar in structure to the Everett University Center with upper division and graduate programs provided by a number of participating institutions

- Management responsibilities for the Center would be vested in an existing community college
- Upper division and graduate courses provided by participating four year institutions
- Although a Center will be created, many operations will take place in various sites throughout the area
- Extensive efforts will be made by participating institutions and the managing institution to address course equivalencies and acceptability, admission policies, tuition policies, etc.
- Programs based on area needs assessments and willingness of participating institutions to provide
- Curriculum will be diverse and responsive to continuing needs assessment
- Focus will be on commuting students.
- Residential component not anticipated.
- Graduate programs will be developed in response to area needs and will incorporate applied research.
- Substantial enrollment increases in all enrollment categories will be required of area community colleges.
- Emphasis will be given to articulation planning for both academic and technical programs to facilitate transfers

**ENROLLMENT IMPACT IN 2025**

<b>Level</b>	<b>Remaining Unmet Need</b>	<b>Alternative 7</b>	<b>Community Colleges</b>
Lower-Division	4,985	0	4,985
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
<b>TOTAL</b>	<b>10,767</b>	<b>5,782</b>	<b>4,985</b>

**Alternative 8: Conversion of an existing area community college into a comprehensive university with unmet needs for workforce training and basic skills education met by other area community colleges and/or through creation of a new technical college**

This Alternative is the reconstitution of a community college into a comprehensive university under which an existing community college, likely Everett, is granted authority to offer upper division and graduate programming, at least through the master's degree level

- Governance and funding issues relative to the State Board for Community and Technical Colleges would be resolved
- Program characteristics would be similar to either alternative 1 or 2 in that it could emphasize poly-technical programming or a more generalized curriculum
- Focus would be on commuting students
- Other community colleges would be assumed to respond to lower division academic, basic skills and workforce training needs in their respective service areas
- It is possible that a new technical college would be created at some point to address workforce training and basic skills needs as the focus of the evolved community college shifts to baccalaureate and graduate programming
- The evolved community college could retain some basic skills and workforce training programs or shift those responsibilities to the new technical college

**ENROLLMENT IMPACT IN 2025**

Level	Remaining Unmet Need	Alternative 8	Community Colleges
Lower-Division	4,985	1,189	3,796
Upper-Division	3,385	3,385	
Graduate and Professional	2,397	2,397	
TOTAL	10,767	6,971	3,796

## **APPENDIX D: ENROLLMENT METHODOLOGY AND PROJECTIONS**

The quantitative aspect of the needs assessment phase of this study centers around four key elements:

1. The projections of the 17 and older population for Snohomish, Island, and Skagit Counties;
2. Current higher education participation rates for students from each of these counties based on their fall 2004 enrollment;
3. Participation rate goals provided by the Higher Education Coordinating Board; and
4. The estimated amount of added enrollment that existing institutions can or likely will accommodate from the study region.

The following sections provide detailed information on each of these important elements.

### **Population Projections**

The population projections for Snohomish, Island, and Skagit (SIS) counties reflect considerable similarity to those used the last time that the higher education needs of the area were studied. As then, the projections were obtained from the Office of Financial Management (OFM).

As Exhibit D-1 below indicates, the counties are projected to grow to nearly 1.2 million in total population by the year 2025. In 2020, the counties are expected to reach 1,107,413. This compares to a previous study of the SIS region in 1996 that forecasted a region population of 1,096,454.

### **EXHIBIT D-1 POPULATION PROJECTIONS BY COUNTY**

<b>Population 1996 Forecast</b>	<b>2005</b>	<b>2010</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>
Snohomish	660,683	719,915	783,067	836,993	-
Island	80,982	86,171	99,970	106,649	-
Skagit	114,635	125,508	137,714	152,812	-
<i>Total</i>	<i>856,300</i>	<i>931,594</i>	<i>1,020,751</i>	<i>1,096,454</i>	<i>-</i>
<b>Population 2002 Forecast</b>	<b>2005</b>	<b>2010</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>
Snohomish	666,735	728,957	793,720	862,599	929,314
Island	74,738	80,650	87,416	94,365	101,079
Skagit	113,136	123,807	135,717	150,449	164,797
<i>Total</i>	<i>854,609</i>	<i>933,414</i>	<i>1,016,853</i>	<i>1,107,413</i>	<i>1,195,190</i>

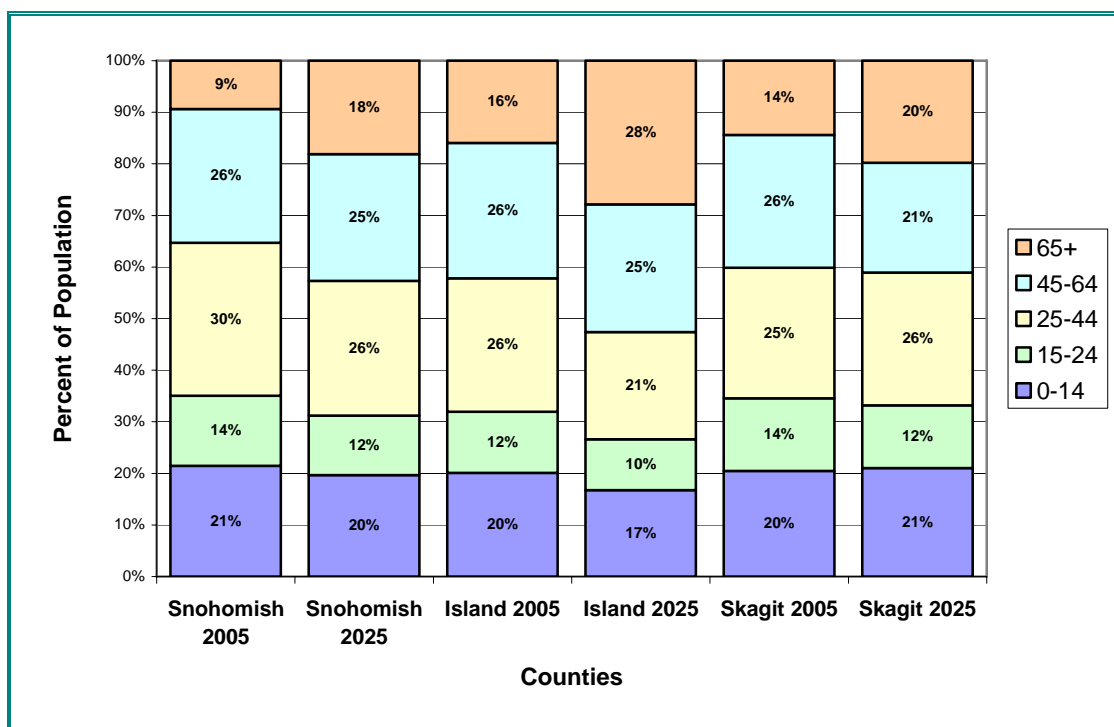
Exhibit D-2 compares the population projections forecasted to the year 2025. As the exhibit indicates, the total population for the study region is forecast to grow by nearly 40 percent by 2025 with the largest percentage increase occurring in Skagit County, followed by Snohomish County then Island County.

### EXHIBIT D-2 POPULATION PROJECTIONS BY COUNTY

County	Population Projections			
	2005	2015	2025	% Change
Snohomish	666,735	793,720	929,314	39.4%
Island	74,738	87,416	101,079	35.2%
Skagit	113,136	135,717	164,797	45.7%
<b>TOTAL</b>	<b>854,609</b>	<b>1,016,853</b>	<b>1,195,190</b>	<b>39.9%</b>

The current distribution of population by major age grouping is displayed in Exhibit D-3 along with the forecasted population distribution for 2025. Two elements are of significant interest. First, the larger proportion of the 25-44 age group population in Snohomish County (typically termed “working age”), and second, the growing proportion of persons aged 65 and over that is estimated to occur over the next twenty years. The latter parallels national trends and is of particular importance in estimating future higher education enrollments since the participation of older age groups in higher education is substantially less than younger age cohorts.

### EXHIBIT D-3 POPULATION DISTRIBUTIONS BY AGE CATEGORY AND COUNTY



The data provided by OFM included historical population (actual) by single year of age through age 29 and in five year increments of older age groups and population projections through 2025 in five years of age increments, e.g., 15 through 19, 20 through 24, etc. Since the population most applicable to higher education is aged 17 and above, it was necessary to separate the 17 through 19 year old group. This was done by applying the 15 year historical average percentage of 17, 18 and 19 year olds of the 15 through 19 age group. This process allows the alignment of the population data with the actual enrollment data for the purpose of forecasting future enrollment from the three counties.

## **Enrollment Projections**

The methodology used in this study to project future enrollment is termed “participation rate methodology”. Although other methods, such as estimated high school graduates and rolling averages of high school students, are sometimes used in forecasting higher education enrollments, the participation rate approach is preferable in that it captures the degree of post-secondary participation by the various age groups that attend colleges and universities. In this way the participation rate forecast accommodates older, non-traditional students as well as those just out of high school.

Participation rate methodology projects future enrollment based on current participation rates and can be used to incorporate enrollment goals based on levels of participation deemed appropriate by policy makers. The participation rate calculation is relatively straightforward in that the number of students enrolled (headcount enrollment) of a certain age cohort is divided by the population for that age cohort. Policy makers often compare participation rates among states. In order to obtain comparable information, the calculations of national participation rates are based on the total number of students enrolled divided by the portion of the population age 17 and above. This method of calculating national participation rates produces comparable numbers across states and nationally, but are fairly gross in nature.

The participation rate calculations for Washington are more precise and calculate participation by single-year-of-age. This means the enrollment by age is compared to the population for that same age year, e.g., number of 18 year olds enrolled divided by the total Washington population of 18 year olds. The participation rates are calculated separately for each education level (lower division, upper division, and graduate/professional) and by sector (community colleges and 4-year public institutions. For this study, the enrollment counts apply to state-fund eligible enrollments and do not include students enrolled in self-funded continuing education, community service or contract programs.

Both OFM and the State Board for Community and Technical Colleges (SBCTC) provided the actual enrollment data. The data consisted of Fall, 2004 enrollments for each of the three counties by single year of age up through age 29 and in five year increments thereafter. The OFM data covered enrollments in Washington’s public four-year institutions from each county and by lower division, upper division, and graduate/professional enrollment categories. The information provided by the SBCTC included enrollment data by county for the study region. The single year of age data were then aggregated into the 17 to 19, 20-24, 25-29, etc., categories to match the population projections as discussed in section 2.1 above.

The assumptions associated with the calculations used in the enrollment projections were:

- Out-of-state enrollment remains in proportion with current patterns;
- Economic conditions do not seriously impact enrollment; and
- Institutional programming remains relatively constant over time.

Five alternative scenarios were provided to the consulting team regarding the enrollment projections for the three counties in the study region. The five alternative scenarios apply to upper division and graduate enrollments. The scenarios were:

Alternative 1:	Maintaining the current participation rate through 2025.
Alternative 2:	Achieving the national average participation rate by 2015 and the 70th percentile participation rate by 2025.
Alternative 3:	Achieving the national average participation rate by 2015 and maintaining that level through 2025.
Alternative 4:	Achieving the Washington state average participation rate by 2015 and the national average participation rate by 2025.
Alternative 5:	Achieving the Washington state average participation rate by 2015 and maintaining that level through 2025.

Source: Washington Higher Education Coordinating Board

Lower-division enrollments at the four-year public institution level and community college enrollments through 2025 were projected using 2004 actual participation rates since freshman and sophomore enrollments in Washington exceed the 70<sup>th</sup> percentile nationally. Exhibit D-4 compares the 1998 national average (and 70<sup>th</sup> percentile) and Washington participation rates of 17 and older population at the lower division & community colleges and at the upper-division and graduate/professional levels. As the table indicates, Washington lagged significantly behind the upper-division and graduate/professional national averages in 1998, the most recent year a complete set of national data are available.

**EXHIBIT D-4  
POPULATION WITH AN AGE OF 17 AND ABOVE PARTICIPATION RATES  
AT TWO- AND FOUR-YEAR PUBLIC INSTITUTIONS: 1998**

<b>Level</b>	<b>WA</b>	<b>National Average</b>	<b>70<sup>th</sup> Percentile</b>
Lower-Division (including CCs)	4.74%	3.87%	4.26%
Upper-Division	.97%	1.12%	1.39%
Graduate/Professional	.36%	.48%	.57%

Within the state of Washington, the participation rates for the SIS counties are below the current statewide averages for participation at four-year public institutions. The exhibit below, Exhibit D-5, displays the four-year public institution participation rate for each of the three counties and the statewide average.

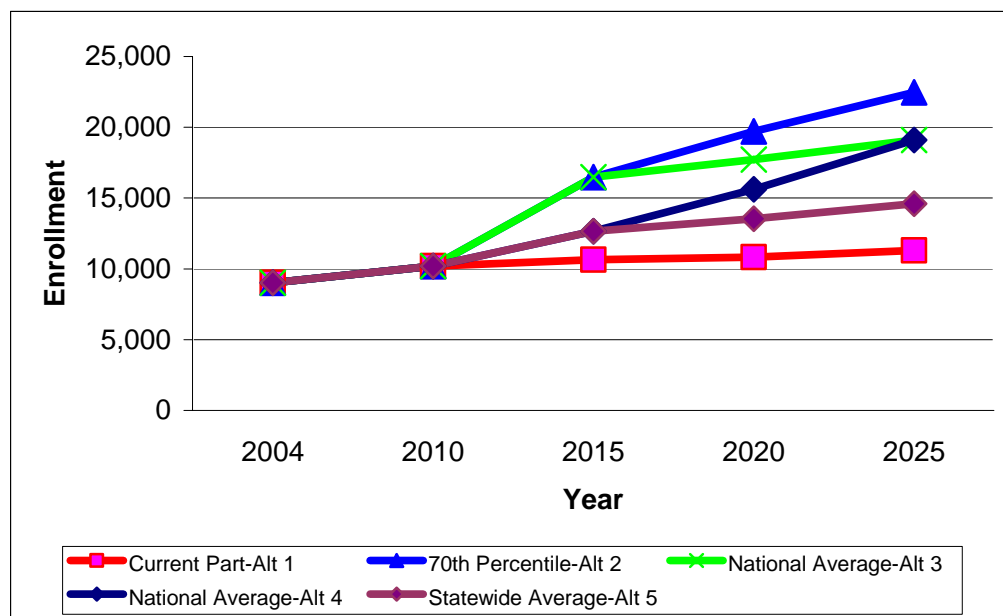
**EXHIBIT D-5**  
**PARTICIPATION RATES FOR SNOHOMISH, ISLAND, AND SKAGIT COUNTIES**  
**FOUR-YEAR PUBLIC INSTITUTIONS**

FALL 1990			FALL 1994		FALL 1998		FALL 2002		FALL 2004	
County	Participation Rate	State Ranking	Participation Rate	State Ranking	Participation Rate	State Ranking	Participation Rate	State Ranking	Participation Rate	State Ranking
Skagit	1.583	16	1.41	19	1.37	24	1.48	21	1.47	18
Snohomish	1.363	23	1.32	20	1.35	25	1.46	22	1.41	22
Island	1.287	25	1.17	27	1.09	36	1.14	33	1.16	32
Washington Average	1.878		1.76		1.75		1.70		1.69	

Source: Washington Office of Financial Management

The results of the analysis for each enrollment scenario, in terms of gross headcount enrollment projected for each of the future five year increments through 2025, are expressed in Figures 1 and 2 below. Figure 1 displays the four-year public institution enrollment increases. Figure 2 displays the enrollment projections for the community and technical colleges.

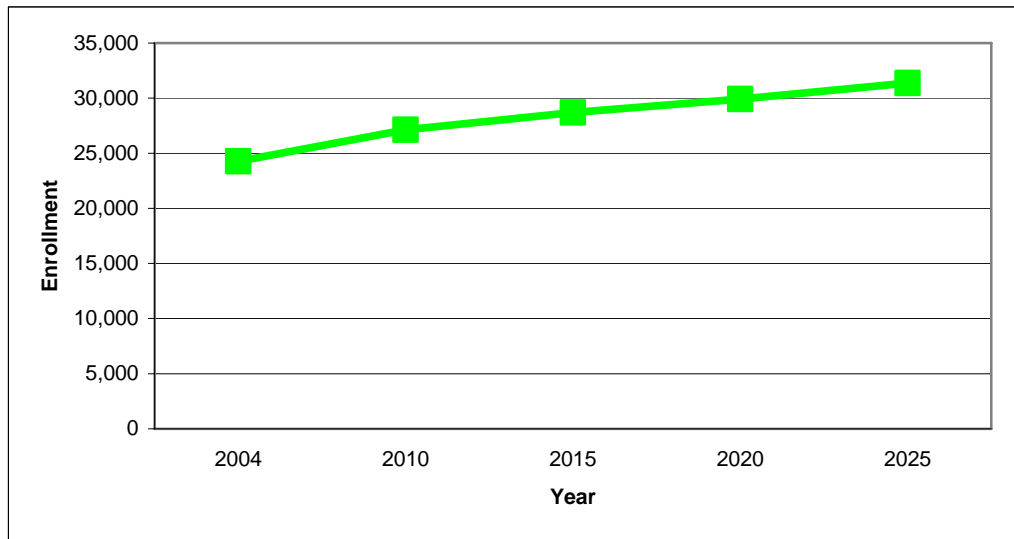
**FIGURE 1**  
**ENROLLMENT PROJECTIONS BASED ON FIVE ALTERNATIVE SCENARIOS**  
**FOUR-YEAR PUBLIC INSTITUTIONS**



Source: MGT analysis



**FIGURE 2**  
**ENROLLMENT PROJECTIONS BASED ON CURRENT PARTICIPATION LEVEL**  
**COMMUNITY AND TECHNICAL COLLEGES**



Source: MGT analysis

The charts above reflect the gross headcount enrollment based on the five alternative scenarios. In the sections below, these numbers will be converted to full-time equivalent (FTE) students and the accommodation of projected enrollments by existing four year public institutions will be factored in. However, based on the projected headcount for the study region, is safe to assume there will be a substantial net unmet need in the three county region.

The steps used to reach these conclusions are outlined in the following sections.

### **Enrollment Projection Methodology**

OFM population projections for Snohomish, Island and Skagit counties by age category through 2025 were applied to the 2004 public higher education participation rates of these counties for lower-division, upper-division and graduate education for two- and four-year institutions. This produced the estimated head count enrollments for each five year period for the various categories at current participation rates for each age group. Due to the shifting in the composition of the population over the next 20 years, enrollment projections by age grouping were developed, which produced a more accurate projection than aggregating the participation rate into the total persons 17 and above.

At the upper-division and graduate levels, the increased enrollment needed to reach the following levels was calculated for each five year interval though 2025. The criteria for calculating the enrollment levels were:

- a. Washington state-wide average participation rate;
- b. National average as of the most recent year statistics are available (1998);
- c. 70<sup>th</sup> percentile national participation rate in 1998; and
- d. Current participation rate.

Exhibit D-6 indicates the fall term headcount enrollment resulting from these calculations for the years 2005, 2015 and 2025 with 2005 calculated at the current participation rates in all cases. [Note: these figures are displayed on Figures 1 and 2 above.]

**EXHIBIT D-6  
ESTIMATED SIS FALL TERM HEADCOUNT ENROLLMENT**

<b>4-Year Institutions</b>	<b>2004</b>	<b>2005</b>	<b>2015</b>	<b>2025</b>	<b>Increase</b>
Current Part	9,026	9,350	10,651	11,291	2,265
Statewide Average	9,026	9,350	12,660	14,595	5,569
National Average	9,026	9,350	12,660	19,108	10,082
70th Percentile	9,026	9,350	16,485	22,460	13,434
<b>Community Colleges</b>	<b>24,252</b>	<b>25,013</b>	<b>28,699</b>	<b>31,365</b>	<b>7,113</b>

Source: MGT analysis

The above calculations served as the basis for the five growth alternatives for the four-year public institution enrollment forecast and follows the guidance provided by the Higher Education Coordinating Board discussed in Section 2.2. The 2004 enrollments and the enrollment projections for 2015 and 2025 for these alternatives are shown in Exhibit 2-7.

**EXHIBIT D-7  
SIS HEADCOUNT ENROLLMENT FOR THE FIVE ALTERNATIVES**

<b>4-Year Institutions</b>	<b>2004</b>	<b>2015</b>	<b>2025</b>	<b>Increase</b>
Current Part (Alt 1)	9,026	10,651	11,291	2,265
70th Percentile (Alt 2)	9,026	16,485	22,460	13,434
National Average (Alt 3)	9,026	16,485	19,108	10,082
National Average (Alt 4)	9,026	12,660	19,108	10,082
Statewide Average (Alt 5)	9,026	12,660	14,595	5,569
<b>Community Colleges</b>	<b>24,252</b>	<b>28,699</b>	<b>31,365</b>	<b>7,113</b>

Source: MGT analysis

The projected headcount enrollment was converted to full time equivalents (FTE) using experienced conversion rates. The conversion rates were developed based on data provided by OFM for both fall term and average annual enrollments. The determination of FTEs uses the following process.

*The total number of undergraduate credit hours are divided by 15 quarter or semester hours to calculate fall FTE. Graduate level credit hours are divided by 10. Average annual FTE is calculated for semester institutions by adding fall and spring terms FTE and dividing by 2, while for quarter institutions three terms FTE, fall, winter, and spring, are added together and then divided by 3. Community and Technical Colleges are similar to the quarter institutions but summer is included with the other terms, but that total is still divided by 3.*

The FTE calculations were individually made by undergraduate and graduate/professional levels since the conversion rates vary significantly. Exhibit D-8 summarizes the enrollment projections after the conversion to fall FTE.

**EXHIBIT D-8**  
**SIS ENROLLMENT PROJECTIONS BY 2025**  
**IN FULL-TIME EQUIVALENTS**

<b>4-Year Institutions</b>	<b>2004</b>	<b>2015</b>	<b>2025</b>	<b>Increase</b>
Current Part (Alt 1)	8,582	10,130	10,740	2,158
70th Percentile (Alt 2)	8,582	16,234	22,148	13,566
National Average (Alt 3)	8,582	16,234	18,833	10,251
National Average (Alt 4)	8,582	12,156	18,833	10,251
Statewide Average (Alt 5)	8,582	12,156	14,023	5,441
<b>Community Colleges</b>	<b>16,160</b>	<b>19,124</b>	<b>20,900</b>	<b>4,740</b>

*Source: MGT analysis*

Following review of the five scenarios by the Project Coordination Team (PCT) and the Local Advisory Committee (LAC), the LAC recommended that Alternative 4 be the focus of subsequent analysis. Under this approach, efforts would be made to increase the enrollment from the three county region to the statewide average by 2015 and to achieve the national average participation rate by 2025. The LAC felt that this was consistent with the goal of increasing Washington's higher education participation and degree production statewide.

Subsequent to the policy decision on the enrollment goal, a technical adjustment was made to the calculated need in the graduate/professional category. The initial unmet need for this category appeared to be disproportionately high compared to the upper division level. An examination revealed that a large proportion of Washington's national rank was related to non-resident students. An adjustment was therefore made to recalculate the objective by adding the difference between Washington's national rank and the national average to the state's resident average. This produced a more appropriate estimate of gross need under Alternative 4, adjusting the increase of 10,251 FTE students to a new total of 8,478 as shown in Exhibit D-9 below.

**EXHIBIT D-9**  
**FINAL SIS FTE ENROLLMENT PROJECTIONS BY 2025**

	<b><u>2004</u></b>	<b><u>2015</u></b>	<b><u>2025</u></b>	<b><u>Increase</u></b>
<b>Four-Year Institution</b>	8,582	12,156	17,061	8,479
<b>Community College</b>	<u>16,160</u>	<u>19,124</u>	<u>20,900</u>	<u>4,740</u>
<b>Total Enrollment</b>	26,742	31,270	37,961	13,219

**Unmet Need Calculations**

A key element in the analysis of projected enrollment is identifying "unmet" need. Existing institutions will accommodate some of the projected enrollment, if there is capacity within their institutional growth limits. In other words, some of the projected enrollment will be handled by existing institutions, but there will be a portion of the projected enrollment that cannot, or likely will not, be accommodated by existing institutions. In order to identify the projected enrollment that will not be accommodated by existing institutions, it was necessary to make a number of calculations.

The first set of calculations analyzed the current enrollment patterns of students in order to determine which public institutions in Washington were attended by students from each of the counties in the study region, by levels of attendance (e.g., lower- and upper-division and graduate). These data were provided by OFM and are summarized by the institutions providing the majority of service to the region by level of student in Exhibit D-10.

**EXHIBIT D-10**  
**PERCENTAGE OF 2004 SIS ENROLLMENT**  
**AT WASHINGTON FOUR YEAR PUBLIC INSTITUTIONS**

Level	WWU	UW-Seattle	UW-Bothell	CWU	WSU	All Other
Lower Div	26%	36%	0%	11%	20%	7%
Upper Div	26%	32%	7%	13%	15%	7%
Grad/Prof	14%	52%	6%	2%	11%	13%

*Source: Washington Office of Financial Management*

These proportions are significant in that they indicate the attendance preferences of the students in the SIS region and are a likely indicator of where students would prefer to go in the future.

The next step was to compare the estimates of gross need to the growth limits of the Washington public four year institutions that serve the three counties. Growth limit information was provided by the HECB. For the four-year public institutions, the difference between existing enrollment and total institutional growth limits is 23,618 FTE (See Exhibit D-10). However, not all these spaces are available to students from the SIS region. Rather, this is the additional number of students the four-year public institutions in Washington could enroll, regardless of their source (in-state or out-of-state) and level (lower- and upper-division and graduate/professional).

In order to determine the number of students from the SIS region that could be accommodated within the growth limits, the first task was to identify the difference between fall 2004 enrollment and the growth limit for each institution and then distribute that unused capacity lower division, upper division and graduate/professional levels, based on each institution's fall 2004 enrollment pattern. For example, if Western Washington University enrolled 56 percent of its students at the upper-division, it was assumed that 56 percent of the unused institutional capacity would be used for students at that level. Second, the extent of students from the three county region enrolling at that level at each institution was calculated. Continuing to use Western as an example, 18 percent of upper-division students at Western were from the SIS region. At Western, the difference between existing enrollment and the growth limit is 377 FTE students of which 56 percent or 210 spaces were estimated to be at the upper division level. Based on the SIS county share of 18 percent, it was concluded that 38 upper division spaces would likely be available to SIS students. This process was completed at each level for each public four-year institution in the state, resulting in the spaces likely to be available to students from Snohomish, Island and Skagit Counties in the future.

The final element of this process of calculating net unmet need was to determine if students from the SIS region would actually use those spaces. In other words, even if an institution had spaces it would likely make available to SIS students, would students actually use them. In the case of two institutions, the UW branches in Tacoma and Bothell, applying the 2004 patterns of SIS attendance at Washington institutions indicates that not all of the likely

spaces available to SIS students would be used. In these cases, the likely attendance patterns were used in the unmet need calculations. Table D-11 summarizes the likely contribution of existing institutions to meeting the gross need identified in the enrollment projections for 2025 and the resulting net unmet need. In the case of the community and technical college enrollment, all additional need was assumed to be unmet under current circumstances.

#### EXHIBIT D-11 INSTITUTIONAL GROWTH LIMITS

Institution	FTE Enrollment			SIS Distribution
	Growth Limit or Build-out Capacity	2004 Enrol.	Total Available	At Statewide and National Averages
UW - Seattle	38,410	34,829	3,581	328
UW - Bothell	6,000	1,291	4,710	503
UW - Tacoma	5,901	1,690	4,211	108
WSU - Pullman	23,000	18,577	4,423	356
WSU - Spokane	N/A	1,207		0
WSU - Tri-Cities	1,799	660	1,139	2
WSU - Vancouver	3,645	1,340	2,305	9
CWU	9,819	9,182	637	68
EWU	11,175	9,666	1,509	47
TESC	5,000	4,272	728	23
WWU	12,500	12,123	377	66
<b>Total</b>	<b>117,249</b>	<b>94,838</b>	<b>23,618</b>	<b>1,510</b>

Source: Washington Higher Education Coordinating Board and MGT Analysis

This initial calculation represented an estimated unmet need of 6,969 at the four-year institution level (gross need of 8,479 FTE less the 1,510 FTE shown above). At this point, the University of Washington-Bothell submitted plans that indicated they could accommodate approximately 900 more FTE students than identified in the unmet need calculations. Although this estimate reflected an increase in service to Snohomish County above previous levels, the consultant team and the HECB staff agreed to accept the UWB proposal for added service to the three county region. It is important to note that the revised unmet need estimates reflect all of the additional FTE enrollment estimated by the University of Washington-Bothell for the study region. The 912 additional FTE requested by UWB reduced the unmet need to a total of 6,057 FTE. In addition, an added 30 FTE at the upper-division was included on behalf of the WSU extended education program for an adjusted net need of 6,027 FTE as summarized below in Exhibit D-12.

**EXHIBIT D-12**  
**ESTIMATED UNMET NEED IN 2025 (FTES)**

<b>Four-Year Level</b>	<b>Total Regional Unmet Need</b>	<b>Accommodated Need</b>	<b>Net Unmet Need</b>
Lower-Division	803	558	245
Upper-Division	5,036	1,651	3,385
Graduate and Professional	2,639	242	2,397
<b>Four-Year Total</b>	<b>8,478</b>	<b>2,451</b>	<b>6,027</b>
<b>CTCs – Lower-Division</b>	<b>4,740</b>	<b>0</b>	<b>4,740</b>
<b>Net Unmet Need</b>	<b>13,218</b>	<b>2,451</b>	<b>10,767</b>

*Source: MGT Analysis*

To summarize, the quantitative needs assessment phase of the study indicates that there is likely to be substantial unmet need in the three county region over the next twenty years, and that need is likely to continue growing beyond the study period due to the projected increased in the region's population.



September 2006

## Diversity in Washington Higher Education

Improving the participation and performance of African American, Hispanic, American Indian, and Asian American students, faculty, and staff in Washington's higher education system represents a vital element of the state's *Strategic Master Plan for Higher Education*.

The following report, *Diversity in Washington Higher Education*, is based on analysis of state-level data on diversity in higher education, information generated from a survey of Washington colleges and universities conducted by HECB staff in 2006, and significant feedback gathered in various venues over the past several months:

- In May, HECB Executive Director Jim Sulton met with multicultural services directors from the community colleges in Pasco.
- During a meeting convened by HECB staff at Highline Community College later that month, more than 40 participants underscored the importance of diversity in higher education and the need to direct the state's attention to this critical area of need. Participants included staff and administrators with diversity responsibilities in the community and technical colleges, the public and private baccalaureate institutions, and other state officials.
- In late June, the Board's Advisory Council heard presentations on diversity in Washington as well as information about programs designed to improve participation and completion in higher education. The meeting also included extensive testimony from a diverse group of representatives from K-12 and higher education.
- During the regularly scheduled meeting of the Higher Education Coordinating Board in July, staff presented the draft report and recommendations. Board members requested that HECB staff disseminate the report for broader review.
- A series of forums conducted in late August attracted more than 150 participants in Spokane, Pasco, Seattle and Tacoma – including state legislators, college and university officials, business and community leaders, teachers, counselors and students.

The information gathered over the past several months has helped shape the final diversity report and recommendations. Staff have made a number of changes to the report and recommend board approval of the report and recommendations. The board is being asked to take action to adopt the final report during its September 27 meeting in Olympia.

## **Next Steps**

Following board approval, staff will move quickly to develop an implementation plan for the recommendations. The plan will include:

- Regular interaction with campus diversity coordinators.
- A review of existing campus diversity plans and policies, and an analysis of areas of compatibility and local programs that could be expanded systemwide.
- An implementation timeline for a number of strategies that are needed to execute report recommendations.
- Cost estimates to implement the report's recommendations.
- Biennial progress reports on implementation of the recommendations, and outcomes in the higher education system.





September 2006 — DRAFT

## Diversity in Washington Higher Education

### Introduction

In a broad sense, diversity in higher education includes differences in role and mission, coursework and degree programs, graduate and undergraduate study, numbers of students, a mix of two-year and four-year schools, even campus locations. These differences are the foundation of the state higher education system, and are a significant reason why our colleges and universities are among the best in the world.

Diversity among students, faculty and staff is a cornerstone of that system.

**Diversity enriches the educational experience.** We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

**It promotes personal growth – and a healthy society.** Diversity challenges stereotyped preconceptions; it encourages critical thinking and it helps students learn to communicate effectively with people of varied backgrounds.

**It strengthens communities and the workplace.** Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.

**It enhances America's economic competitiveness.** Sustaining the nation's prosperity in the 21st century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.<sup>1</sup>

In addition, public opinion supports the importance of diversity within the higher education system. In a first-ever national poll on diversity in higher education, conducted in 1998 by DYG, Inc. for the Ford Foundation, 91 percent agreed that the global economy makes it more important than ever for all of us to understand people who are different from ourselves. And by a margin of more than three to one, those who had an opinion said that diversity programs in colleges and universities raise, rather than lower, academic standards.

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<sup>1</sup> American Council on Education (ACE), "On the Importance of Diversity in Higher Education."

Over the past few years, many of Washington's colleges and universities have implemented multifaceted diversity programs and faculty and staff instruction that are aimed at outreach, recruitment, and retention efforts. While often successful individually, these collective programs fall short of what is needed to ensure commensurate participation and achievement of racial and ethnic minorities in higher education.

Of even greater significance are demographic trends. In Washington state, projections indicate a substantial growth in the minority population in the state – from 22 percent currently to 28 percent in 2020. Longer term, the national forecast sustains that trend. According to the Civil Rights Project at Harvard University, “while only a half century ago the country was nearly 90 percent white, within the next 50 years there will be no racial majority.”

If education gaps remain the same and changes in demographics occur as projected, the state will face a much starker future with a less educated workforce in a rapidly changing world. Ultimately, our standard of living will drop and the state's economy will suffer.

***“Today more than ever, higher education stands as the gateway to the kind of society we will become.”***

*(Lee C. Bollinger, President, Columbia University)*

## About this report

The Higher Education Coordinating Board (HECB) is responsible for monitoring and reporting on the academic success of African American, Hispanic, Asian American, and American Indian students in Washington's statewide system of higher education.

Previous HECB reports showed that individuals from African American, Hispanic, and American Indian backgrounds were not participating – nor were they achieving academically – at rates comparable to statewide averages. This report presents data showing that despite numerous efforts undertaken by the state's colleges and universities, disparities remain.

In the past few years, as the state's public colleges and universities addressed the issue of increasing diversity and assuring student academic successes, they have had the added challenge presented by Initiative 200 (I-200), passed in November 1998 by Washington voters. I-200 essentially nullified affirmative action efforts on public campuses in all areas – from recruitment to retention to graduation. Despite this prohibition, the state's colleges and universities remain committed to increasing diversity and improving student academic achievement. A major part of this effort involves faculty, as they serve as role models, particularly for minority students.

As Washington state continues to implement the *2004 Strategic Master Plan for Higher Education*, taking steps toward eliminating education attainment gaps is critical to reaching the plan's goals: increasing opportunities for students to earn degrees, and responding to the state's economic needs by cultivating a workforce with the knowledge, skills, and education level needed to compete in our increasingly knowledge-based global economy.

This report presents evidence of differences that remain among racial and ethnic groups in indicators of participation and achievement – despite institutional efforts to enhance campus diversity. The report is structured into three main sections: (1) students, (2) faculty and staff, and (3) campus environments.

This report is timely in that it coincides with initial implementation efforts addressed in the strategic master plan. It offers a baseline on indicators that can be reviewed annually to assess progress in closing education attainment gaps. The report takes a statewide focus with an understanding that addressing and increasing diversity is important for all of the state’s colleges and universities.

***“These persistent gaps in college participation among whites and minorities tell us that we must be more creative and imaginative in developing strategies and finding additional resources so that more students of color are successful on our campuses. The long-term economic and social well being of this country is connected to closing this gap.”***

*William B. Harvey, ACE vice president and director of the Center for Advancement of Racial and Ethnic Equality*

## **The Challenge**

Unfortunately, despite the commitment and individual efforts of many of the state’s colleges and universities, Washington is facing a critical need to address real imbalances in the system – imbalances that will be exacerbated by impending demographic changes.

Diversity within the state’s higher education system does not reflect diversity in society. As a result, even maintaining the status quo while societal demographics change would produce formidable challenges to issues of social justice, social and economic health, and educational excellence.

***“The primary question put to institutions regarding diversity still remains, ‘How much diversity do you have?’ A secondary question is, ‘How well are your ‘diversity’ students achieving and how comfortable do they feel in your institution?’ I want us to modify the second question and create a third. We must, of course, get rid of the notion that our diversity students are a subset of our students and replace it with the conviction that our diversity students are all our students. Then we must add the third question, ‘What are you doing educationally with the diversity you’ve got? How are you using it intentionally as an educational resource? And how are these uses benefiting all your students?’”***

*Edgar F. Beckham, senior fellow at AAC&U and emeritus dean of the college at Wesleyan University; “Diversity at the Crossroads: Mapping Our Work in the Years Ahead.”*

## Opportunity

There is no shortage of research regarding the importance of racial diversity in the college environment. Inclusive education helps students from all racial and ethnic backgrounds learn, increases college retention, and better prepares graduates to become active participants in society.

In addition, more closely aligning college demographics with societal demographics would have a significant impact on the economy.

***“If African-American and Latino workers were represented at colleges and universities in the same proportions as their share of 18- to 24-year olds, U.S. wealth would increase by \$231 billion every year, annual tax revenues would increase by \$80 billion, and the proportion of minority families with inadequate incomes would decrease.”***

*Anthony P. Carnevale, vice president for public leadership at the Educational Testing Service, January 1999.*

September 2006

## **Diversity in Washington Higher Education**

### **Executive Summary**

Improving the participation and performance of African American, Latino, American Indian and Asian American students, faculty and staff in Washington's higher education system represents a pivotal element of the statewide strategic master plan. This report includes current statistics and trend data for student enrollment, retention, and graduation; and provides an overview of some of the diversity related programs and practices that are currently in effect. In addition, the report presents a number of recommendations for advancing programmatic efforts to foster greater equity through enhancing diversity in higher education.

Three fundamental conclusions derive from this report:

- 1) While college enrollment for some American racial and ethnic minority students has begun to rebound following the passage of I-200 in 1998, most of the data reflect areas where the state is merely maintaining the status quo, or worse yet – is losing ground.
- 2) Continual efforts in our colleges and universities are a step in the right direction, but do not address a greater need for systemic change.
- 3) Recommendations for enhancing diversity must address four key areas: stepping up pre-college efforts; helping students succeed in college; improving faculty diversity; and promoting systemic change. In addition, increasing minority participation and achievement will require greater collaboration among stakeholders, shared responsibility for results, and ongoing benchmarks and accountability measures.

Along with extensive research data, the recommendations in this report are based on significant outreach efforts. Over the past few years, the HECB has conducted two comprehensive surveys aimed at gathering information from the state's public and private, two- and four-year colleges and universities about institutional diversity efforts. Some of those outreach and recruitment strategies are highlighted in this report.

The success of any statewide diversity initiative hinges on its collaborative nature. No state-level policy will bear fruit unless it synchronizes with campus-based efforts to improve the quality of higher education for all students. In furtherance of this aim, the HECB has recently convened a series of broad-based meetings with institutions' educationally and economically disadvantaged student program coordinators.

In June 2006, the HECB Advisory Council met with approximately two dozen stakeholders who are involved with diversity programs and outreach efforts statewide. Those meetings provided key information on current efforts, as well as recommendations for next steps.

In addition, a series of forums conducted in late August attracted more than 150 educators, community and business leaders, and students. Participants in Spokane, Pasco, Seattle, and Tacoma included state legislators, college and university officials, business, and community leaders, teachers, counselors and students. Research findings and key data are summarized below.

### **High School-to-College Continuation Rates**

The percentage of some minority groups enrolling in college falls in 1999; begins to increase by 2002:

- In fall 1998, before the passage of I-200, 71 percent of Asian Americans, 56 percent of white, 55 percent of African American, 52 percent of American Indian, and 50 percent of Hispanic public high school graduates in the class of 1999 entered postsecondary education.
- In fall 1999, after the passage of I-200, lower percentages of African American (53 percent), American Indian (46 percent), and Hispanic students (46 percent) from the graduating class of 1999 entered postsecondary education; while percentages of Asian Americans (72 percent), and white students (56 percent) entered postsecondary education at rates comparable to earlier levels.
- In fall 2000, the percentages of the class of 2000 graduates enrolling in higher education fell for all racial and ethnic groups.
- By 2002 and 2003, the percentages enrolling in college directly out of high school for all groups had surpassed the 2000 rates – with the exception of American Indians.

### **First-Time-in-College Freshmen**

The percentage of minority students entering college varies among two-year, four-year, public and private schools:

- Comparisons of fall 1998 and fall 1999 enrollments of first-time freshmen seeking a degree or credential show that in the public four-year sector, enrollment dropped for American Indian, African American, and Hispanic students and rose for white and Asian American students.
- In the public two-year sector, the enrollments of first-time freshmen decreased between fall 1998 and fall 1999 for American Indian and Asian American students, and increased for African American, Hispanic, and white students.
- In the private four-year sector, the enrollments of first-time freshmen decreased between fall 1998 and fall 1999 for American Indian and Asian American students; remained essentially the same for African American students; and increased for Hispanic and white students.
- In the two-year private sector, the enrollment for first-time freshmen decreased from 1998 to 1999 for white students and increased for other racial and ethnic groups.

## **Undergraduate Enrollment**

Enrollment of Hispanic and African American students is lower than the percentage of college-aged state population for both groups:

- In fall 2005, Hispanic students comprised 5.2 percent of the total undergraduate enrollment in the state's colleges and universities. This was considerably lower than their representation in the state's 17-39-year-old population, which was 11.3 percent. The percentages of enrollment for other racial and ethnic groups were similar or higher than their percentages of the population between the ages of 17 and 39.
- However, in the public four-year sector, enrollments of both African American and Hispanic students comprised a lower percentage of the total enrollment than their share of the state's 17-39-year-old population. Furthermore, African American and Hispanic students represent a smaller percentage of total enrollment in the public four-year sector, compared with other sectors.

## **Graduate/Professional Enrollment**

Minority students are underrepresented in graduate and professional enrollments:

- In most cases, when compared to their representation in the state population between the ages of 17 and 39, minority groups are underrepresented in the graduate and professional enrollments in both public and private four-year institutions.

## **Persistence in Community and Technical Colleges**

Some minority groups are less likely to complete or maintain progress in two-year degree programs:

- Of the students enrolled in community and technical colleges who intend to pursue a degree, American Indian, African American, and Hispanic students are more likely than Asian American or white students to become "early leavers;" that is, attend only one quarter and not return within two years' time.
- In this same group of students, American Indian, African American, and Hispanic students are less likely than Asian American and white students to have made "substantial progress" in their programs (i.e., substantial progress means graduating or attending four or more quarters over a two-year period).

## **College Graduation Rates**

Some minority groups are less likely to complete degree programs within three years (for two-year programs) or six years (for four-year programs):

- Regardless of sector (public or private, two-year or four-year), American Indian, African American, and Hispanic students are less likely to graduate within 150 percent of the expected time to graduation (for degree or certificate programs) than Asian American and white students.

## **Degrees Awarded**

Degree completion for some minority students is lower than their percentage of the state's population:

- Similar to the enrollment situation at the institutions, Hispanic, African American, and American Indian students earn a smaller percentage of degrees than their representation in the population.

## **Faculty**

The percentage of minority faculty is much smaller than comparable undergraduate enrollment:

- The percentages of racial and ethnic minority faculty are much smaller than the percentages of the same racial and ethnic groups' undergraduate enrollments.

## **Senior Academic Staff**

The percentage of senior administrators of color is less than the percentage of students of color:

- Senior academic staff are generally promoted from faculty positions and the representation of racial and ethnic minorities in these positions more closely reflects the profile of faculty than the student racial and ethnic profile.



## Recommendations

The following steps aim toward reducing the current imbalance of racial and ethnic diversity in the Washington higher education system and increasing participation and achievement among Hispanic, African American, and American Indian/Alaska Native students.

### Investing in pre-college efforts

- Coordinate existing pre-college programs by strengthening the network among colleges and universities to enhance program delivery and reach increasingly more students each year.
- Establish a pre-college scholarship program – to be administered jointly by the HECB and the State Board for Community and Technical Colleges – to bring more underrepresented students into institutions of higher education during the summer as well as the regular year for meaningful academic experiences, including interaction with college students, faculty, and professional staff.
- Create additional student outreach programs. In partnership with colleges and universities, build upon successful existing pre-college programs – such as GEAR UP – to ensure that junior high and high school students statewide are aware of college opportunities and how to access those opportunities. Coordinated system-wide and implemented locally, the programs should include colleges, high schools, and the private sector.

*The Early Academic Outreach Program in California* has existed for the past several decades. The program has established clear objectives to serve the educational communities near each UC campus and create academically oriented programs which serve the needs of those students who need an ongoing focus on educational access beyond high school graduation.

### Helping students complete college

- Enhance student participation in Washington higher education by emulating or participating in successful state, regional, and national programs that facilitate greater enrollment, retention, and graduation of students of color.
  - *The POSSE Foundation* identifies, recruits, and trains young leaders from urban public high schools and sends them as “Posses” to the country’s top colleges and universities.
  - *PEOPLE* – “Pre-College Enrichment Program for Learning Excellence” – is a Wisconsin program that seeks to increase enrollment and graduation of minority and disadvantaged students from middle school through 12th grade. The program is based on a number of studies that demonstrate that enrollment and graduation rates can be increased by pre-college programs that: (1) encourage students to aspire to opportunities available through higher education, and (2) assist students in developing critical academic skills.
  - The Southern Regional Education Board’s Minority Doctoral Scholars Program has a proven track record of success; the state should seek associate status.

- Fund student support centers so practical, academic, and early intervention services are available to the diverse students served by higher education institutions.
  - Continually intervene to monitor students' academic performance and progress;
  - Establish early warning/intervention programs at the institutional level; and
  - Consider contractual agreements for student advising.
- Support and encourage outreach efforts among graduate and professional educational programs designed to provide information to undergraduates and secondary students. May include the development of clear articulation pathways from high school through degree attainment.
- Improve understanding of diverse cultures and histories through expanded ethnic studies programs and curricula, including support for graduate programs and studies.
- Require meaningful multicultural training and curricula in colleges of education, and establish diversity course requirements for future teachers.
- Develop a model diversity in professional development training program for K-12 and higher education, emphasizing multi-cultural awareness, culturally relevant curricula, and diverse teaching and learning styles.
- Provide incentives to encourage faculty and administrators to participate in diversity training and mentoring, including a strategy to tie both to merit pay and tenure (for faculty).

### **Improving faculty diversity**

- Fund visiting professorships between Washington institutions and Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to bring more Hispanic, African American, and American Indian/Alaska Native faculty members onto campuses for a semester or a year-long scholarly experience.
- Create a statewide adjunct faculty program or private sector-outreach effort to bring career professionals – particularly in science, mathematics, engineering, and technology (SMET) fields – onto Washington campuses to teach, counsel, and advise students.
- Implement faculty and staff development programs that would enable existing professionals on campus to enhance their qualifications and take on higher level positions.
- Provide incentive funding for institutions to convert more part-time faculty positions into full-time posts.
- Promote “cluster hiring” – i.e., recruiting and hiring of three or more faculty of color to minimize departmental isolation.

- Provide better information for search and screen committees, including tool kits that would lead to more inclusive candidate searches, and to eliminate “unconscious bias” or “cognitive errors” in the hiring process.
- Expose faculty senates and leaders to diversity training and literature.
- Provide state funding for graduate students and post-doctoral fellows to help retain students of color for future faculty positions on Washington campuses.
- Provide incentives for faculty members to step outside their institutions and develop relationships with middle- and high-school teachers and students and communities.

### **Promoting systemic change**

- Assure that diversity goals are embedded into the implementation of initiatives proposed in the *2004 Strategic Master Plan for Higher Education*.
- Seek long-term, stable funding from the state Legislature for sustainable, institutionally driven diversity initiatives.
- Provide funding incentives for colleges and universities to infuse diversity into their strategic plans – including assessment of results and accountability related to access; student progression and achievement; hiring and retaining staff, faculty and administrators; instruction and curriculum; student support services; the campus environment; and other key factors to improve diversity in higher education.
- Institutionalize incentives that will make the best teachers available to those students who need them the most. Concentrate particularly on SMET related fields.
- Provide resources for the HECB and the SBCTC to:
  - Provide statewide oversight of institutions’ diversity strategic plans and goals, and report progress each biennium to the state Legislature;
  - Convene a biennial meeting to bring together staff from the state’s public and private institutions of higher education to share best practices, celebrate successes, and provide feedback to the HECB and to one another. Such meetings would help ensure continual progress in providing higher education access and opportunity to Washington residents; and
  - Work with the higher education community to identify or design an “accountability” system in which benchmarks of equity or excellence would be defined for different indicators of student, faculty, and staff outreach, participation, and outcomes. The system would include baseline data and would track the institutions’ progress toward benchmarks.

## Students

In Washington, institutions of higher education are sensitive to diversity at every stage of the pipeline. Outreach and recruitment efforts aim toward getting students prepared, admitted, and enrolled. Such programs are typically thought of as targeting students in the K-12 sector. But outreach and recruitment also occurs on community college campuses for students who plan to transfer to four-year institutions, and on four-year campuses for graduate and professional schools. Once students enroll, the focus of support turns to retention, persistence, and graduation. As described below, these efforts are varied and numerous.

Washington's institutions, however, have been operating under the constraints of Initiative 200 (I-200) passed by the citizens of Washington in November 1998. I-200 essentially put an end to affirmative action efforts on public college and university campuses – particularly with respect to admissions practices, but basically in all areas of outreach, recruitment, and retention.<sup>2</sup> Therefore, while institutions remain committed to enhancing diversity on their campuses, they must assure that they are complying with state law, which has made implementation of strategies to increase diversity somewhat more challenging.

## Outreach and Recruitment

In April 2006, the HECB surveyed the public baccalaureate institutions, two-year colleges, and the independent colleges of Washington. The majority of the institutions that responded to the survey enlisted a range of outreach and recruitment strategies to attract a diverse student body. These included financial assistance (81 percent), community-based recruitment (83 percent), and pre-college programs and outreach (86 percent). About 89 percent of the responding institutions indicated that they sponsor outreach programs to high school students with an emphasis on underrepresented student populations, and 69 percent sponsor programs in middle schools.

Students' aspirations and adequate academic preparation are important prerequisites for participation in higher education (Choy 2002). To that end, many of the state's colleges and universities participate in federally-funded pre-collegiate programs – such as GEAR UP and Upward Bound – and also have designed their own outreach and recruitment programs. A few of these programs are described below.

In 2002, the **University of Washington Tacoma** (UWT) partnered with the Metropolitan Development Council, a local non-profit agency, to co-author and co-sponsor a U.S. Department of Education Educational Talent Search TRIO grant. The grant was funded at \$190,000 per year for five years and is housed on the UWT campus. It serves low-income, first-generation, and disabled students attending Mt. Tahoma and Lincoln High Schools, plus several middle schools that feed these institutions. A total of 475 middle school, 400 high school and 25 re-entry students were selected to participate in the

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<sup>2</sup> Initiative 200 is described in statute (RCW 49.60.400-401) as: The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

program in which the partners provide college preparation workshops, tutoring, and summer-bridge activities. One object of the program is that these students will consider enrolling at UWT.

**Heritage University** in Toppenish attracts and nurtures elementary and middle school students – those often considered unlikely to attend college – by participating in community events, such as Native American pow-wows and Mexican-American fiestas. Through a partnership with the Yakima Valley Opportunities Industrialization Center's (OIC) Program and Washington State Migrant Council (WSMC), Heritage also helps students who are seasonal workers obtain a GED and be placed in career positions, military services, postsecondary, or other training programs.

**Central Washington University** (CWU) hosts a number of federally funded pipeline, student preparation, and academic support programs that encourage underrepresented students to attend college and support those who do. Included among these programs are the College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP), Student Support Services (SSS), and two GEAR UP programs.

At **Peninsula College**, the TRIO Dissemination Program has increased the racial and ethnic diversity of the campus by focusing recruitment efforts on underrepresented student populations. The program has served as a springboard in the pursuit of other TRIO programs that are successful in extending college opportunity to more diverse student populations.

**Walla Walla Community College** provides outreach to the community by offering a variety of satellite programs that are designed to serve certain populations, including the Spanish speaking. Such programs are currently in place at Garrison Middle School, the Farm Labor Camp, Touchet, Tyson, and WorkSource.

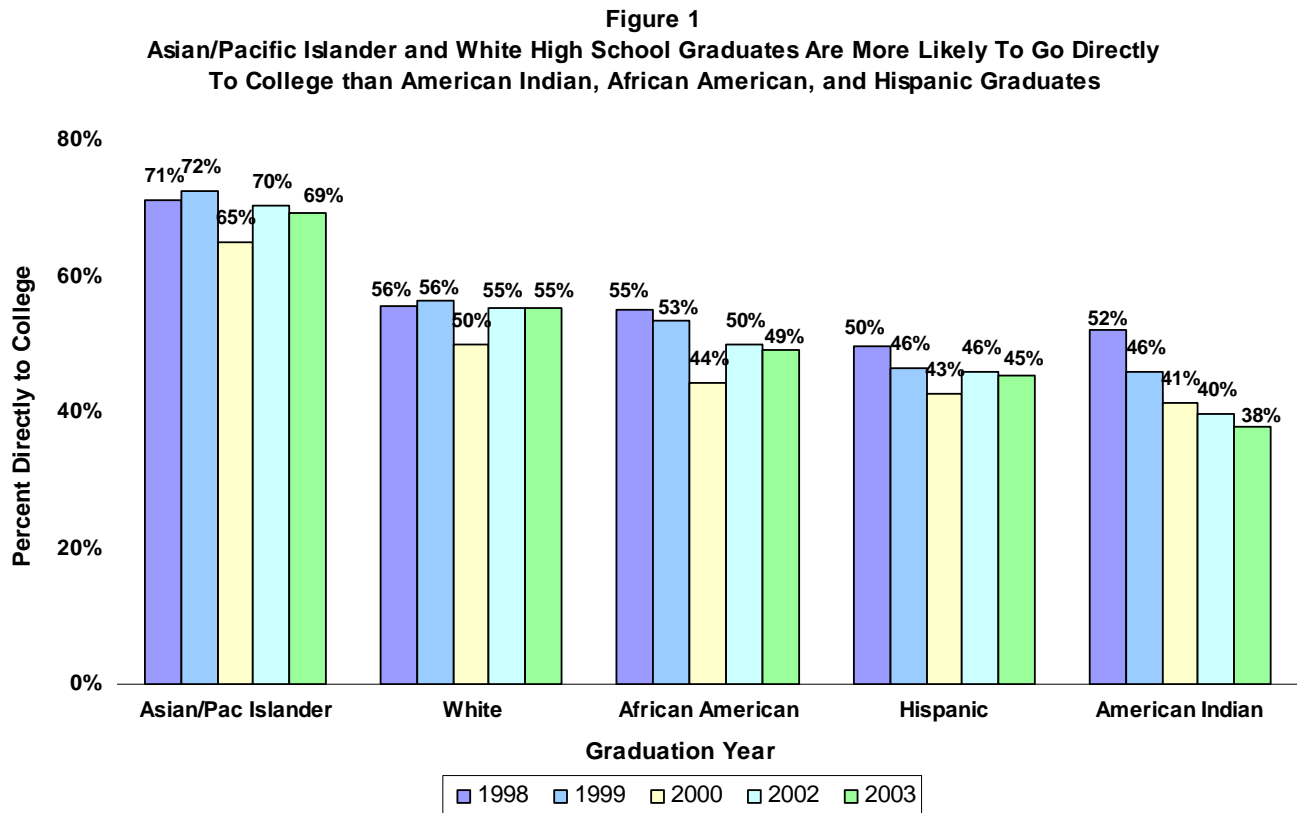
**Everett Community College, Walla Walla College and Whitman College** sponsor programs that target K-12 students with events geared toward the students, which include visits to the campus designed to introduce the campus experience and allow them to explore educational opportunities after high school.

**Seattle Pacific University** coordinates the continued development of the Urban Youth Leadership Academy, a program designed to bring together high school students from a variety of backgrounds to experience higher education, learn multi-cultural leadership skills and develop mentoring relationships with urban leaders and university faculty.

Although these outreach and recruitment programs have taken important steps toward improving diversity and are relatively successful on an individual basis, they fall short when taken as a whole. If these efforts are sufficient, there would be a greater similarity between the numbers of students participating in these programs and the percentage of racial and ethnic groups entering college.

## High School-to-College Continuation Rates

Figure 1 shows the percentages of public school graduates going directly to college for the year before I-200 was implemented, and during the four years subsequent to its passage.<sup>3</sup>



Source: WSU SESRC. Washington State Graduate Follow-up Study (various years).

The data appear to show an initial negative impact of I-200 on the high school-to-college continuation rates for American Indian, African American, and Hispanic graduates. The rates continue to fall for the class of 2000; however, in that year, the percentages fell for all students – indicating influential factors other than I-200. By the class of 2002, with the exception of American Indian students, the percentages had rebounded somewhat, but still fell below pre-I-200 levels. It is likely that the recoveries were due, at least in part, to the numerous efforts of the state's institutions of higher education.

For the class of 2003 (the last year for which data are available), the percentages had dropped slightly (about 1 percent) from the prior 2002 levels. Perhaps this small change indicates a leveling effect. Furthermore, it should be noted that in all years presented in the graph, lower percentages of American Indian, African American, and Hispanic high school graduates go directly into higher education – compared to Asian American and white high school graduates.

<sup>3</sup> See Table A2 in Appendix A for more detailed data.

## First-Time-in-College Freshmen

An alternative view of the possible negative effects of I-200 would consider changes in the enrollment of first-time freshmen.<sup>4</sup> The data in Table 1 show that there are differences depending on sector (public four-year, public two-year).

**Table 1**

**First-Time-in-College Freshmen by Race/Ethnicity & Sector: Fall 1998 and Fall 1999**

	<u>American Indian</u>	<u>Asian/Pacific Islander</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>
<b><u>Public Four-Year</u></b>					
Fall 1998	214	1,429	308	457	8,103
Fall 1999	172	1,506	246	368	8,217
<b><i>Change: 1998 to 1999</i></b>	<b>-42</b>	<b>77</b>	<b>-62</b>	<b>-89</b>	<b>114</b>
<b><u>Public Two-Year</u></b>					
Fall 1998	373	1,032	588	838	12,047
Fall 1999	254	986	676	855	12,528
<b><i>Change: 1998 to 1999</i></b>	<b>-119</b>	<b>-46</b>	<b>88</b>	<b>17</b>	<b>481</b>
<b><u>Private Four-Year</u></b>					
Fall 1998	54	475	126	167	3,862
Fall 1999	48	419	125	200	3,963
<b><i>Change: 1998 to 1999</i></b>	<b>-6</b>	<b>-56</b>	<b>-1</b>	<b>33</b>	<b>101</b>
<b><u>Private Two-Year/Sub-baccalaureate Sectors</u></b>					
Fall 1998	114	386	364	313	4,238
Fall 1999	122	453	388	325	4,060
<b><i>Change: 1998 to 1999</i></b>	<b>8</b>	<b>67</b>	<b>24</b>	<b>12</b>	<b>-178</b>

*Notes:* Students of "unknown" and "nonresident alien" backgrounds are excluded from the table. Because of the small numbers for some of the racial groups, the findings should be interpreted with caution.

*Source:* NCES, IPEDS Fall Enrollment Survey, 1998, 1999. See Table A2 in Appendix A for additional data.

Given that the restrictions of I-200 were placed on only public institutions, differences among sectors would be expected. However, the pattern of differences seems to indicate that many factors influence student enrollments. In the public four-year sector, there were decreases between fall 1998 and fall 1999 in the number of first-time American Indian, African American, and Hispanic freshmen enrolled.

These decreases appear to validate the assertion of I-200's negative effect on traditionally underrepresented minorities. However, in the public two-year sector, the decreases were experienced by only American Indian and Asian American groups. Asian American and American Indian groups also experienced decreases in the private four-year sector. Finally, in the private two-year sector, there was an enrollment decrease for white students only.

<sup>4</sup> These first-time freshmen are defined by IPEDS. The definition excludes those who are not seeking a degree or certificate.

Seven years after the passage of I-200, racial and ethnic group enrollments – with a few exceptions – have exceeded enrollments in fall 1998 (see table A3 in Appendix A for detailed numbers). The increases experienced by minority groups are presumably the result of several factors, including the outreach and retention efforts of the state’s institutions; the increasing enrollment of students from all racial and ethnic groups; and the diminishing effect over time of I-200. Despite the increases and what appears to be a recovery, participation gaps among racial and ethnic groups remain, and under-representation among minority groups continues.

## **Enrollment, Persistence, and Graduation**

Getting students to enroll in college is a major step. Once enrolled, it is important that schools support students in attaining their academic goals. In some cases, this may mean upgrading knowledge or skills. However, given the goals of the statewide *2004 Strategic Master Plan for Higher Education*, helping those who aspire to a degree or credential attain their goals is particularly important. Research has shown that the path from first enrolling in college to graduation is neither linear nor continuous for many students (Adelman 1999).

According to a recent U.S. Department of Education report, students attending community colleges were three times as likely as students who started at baccalaureates to enter with factors that put them at risk to leave early. Compared to their four-year counterparts, students at community and technical colleges are more likely to be minority, female, older, and more likely to be working during their undergraduate years.

Many students of color face an additional burden. In 2001, African American and Hispanic students were about three times as likely to be poor as whites (Urban Institute, 2004). Meanwhile, attending college in Washington has become less affordable – particularly for low-income families (National Center for Public Policy and Higher Education, 2006).

What is clear, however, is that college graduation is key; and doing so in a timely manner is important. The investment of time and money that students expend correlates directly with increases in the time it takes to graduate.

Researchers have learned that there are academic and nonacademic factors related to college retention and graduation (Lotkowski et al., 2004). Therefore, to be successful, retention programs must address the social, emotional, financial, and academic needs of students. To that end, many of the state’s colleges and universities are implementing multi-pronged efforts.

Of the institutions responding to the HECB survey on diversity strategies and practices, 67 percent report offering a comprehensive recruitment and retention strategy for underrepresented students. About 61 percent require baccalaureate students to take a specified number of credits in courses that reflect diverse cultures, and 64 percent have reviewed general education requirements to ensure that diversity knowledge and skills are embedded in the curriculum. About 69 percent of responding institutions indicate that they offer academic majors that prepare students to live and work in a diverse society.



Some specific examples of retention efforts are briefly described below:

**Western Washington University (WWU)** and the **University of Washington Tacoma (UWT)** offer incentives in the form of financial assistance. WWU's Multicultural Achievement Program (MAP) scholarships recognize students with solid academic abilities who have made significant contributions to, and have strong experiences in, multicultural leadership. UWT uses tuition waiver awards that recognize the culture and contributions of renowned Americans of diverse ethnic backgrounds. It prominently displays the essays and photographs of top award recipients, thereby sending a message to enrolled and prospective students about its commitment to diversity.

**The Evergreen State College (TESC)** has collaborated with **Tacoma Community College** and **South Puget Sound Community College** in a retention project called "Critical Moments." The project prepares students, faculty, and administrators to respond proactively to campus and classroom events that involve issues of race. The project complements many existing strategies for improving the campus climate by empowering students to act on behalf of themselves and their communities. For Evergreen, the project contributes to the cultural knowledge of faculty, staff, and students and promotes collaboration between academic and student services.

**Heritage and St. Martin's Universities** provide curricular opportunities to increase students' knowledge and understanding of diversity. Heritage has two "Heritage Core" courses that integrate experiential learning in cross-cultural communication with academic-success skills. Students gain awareness of their own cultural identity and the norms and values of the cultures within which they live, appreciation for those different from themselves, and an ability to communicate across cultures. St. Martin's University has developed long-term relationships with universities in Japan and China that provide opportunities for student exchange during both the academic year and the summer.

Six community and technical colleges in Washington have joined "Achieving the Dream: Community Colleges Count," a national initiative to help more community college students succeed. Participating colleges receive grant money and support to implement strategies to help more students — particularly low-income students and students of color -- earn degrees, complete certificates or transfer to other institutions to continue their studies. **Big Bend Community College** in Moses Lake; **Highline Community College** in Des Moines; **Renton Technical College**; **Seattle Central Community College**; **Tacoma Community College**; and **Yakima Valley Community College** will identify strategies to help more students continue their studies and earn certificates and degrees. Strategies include helping students better prepare for college-level work by focusing on developmental education, engaging students in the classroom through new instructional techniques that include team learning and subject combinations that make learning more relevant to students' lives, and using student success courses to teach skills such as time management and effective study skills.

**Pierce College** created the Multicultural Leadership Institute, which offers a free 18-hour diversity training workshop. A certificate of hours completed in diversity training is awarded. Participants can receive a co-curricular transcript that lists all workshops attended to add to a resume or portfolio.

**The University of Puget Sound** hosted a Conference on Race and Pedagogy on September 14-16, 2006. The conference brought together scholars, teachers, and students as well as community partners to discuss the pedagogical implications of race in higher education, particularly but not exclusively in institutions and programs oriented toward a liberal education in the arts and sciences.

Marking its 17<sup>th</sup> anniversary in April 2007, the Washington State Students of Color Conference will bring together about 400 to 500 students of color from across higher education sectors. This conference, sponsored by the state's **community and technical college multicultural student services directors**, provides students with tools to support positive identity development, leadership skills, increased cultural competencies, and an understanding of the resources that are available to strengthen students' persistence and achievement of academic and career success.

Despite these and many other efforts, indicators of persistence show that American Indian, African American, and Hispanic students are less likely to persist and also less likely to graduate in a timely manner, compared to Asian American and white students.

## Undergraduate Enrollment

Undergraduate enrollment (freshmen through seniors) reflects outreach, recruitment, and retention efforts. As shown in Table 2, when compared to their representation in the state's 17 to 39 year-old population, Hispanics appear to be the more substantially underserved group in the undergraduate student population.

**Table 2:**

**Hispanics are underrepresented across all sectors, compared to the state's 17-39 year-olds**

	% of Population Ages 17-39	Overall: % of Under-graduate Enrollment	Fall 2005: Percentage of Sector's Undergraduate Enrollment			
			Public 4-Year	Public 2-Year	Private 4-Year	Private 2-Year/ Sub-baccalaureate Sector*
American Indian/Alaska Native	1.6%	1.6%	1.7%	1.6%	1.5%	1.7%
Asian/Pacific Islander	7.6%	8.4%	12.5%	6.8%	8.0%	7.2%
African American	3.9%	4.0%	2.9%	4.5%	3.9%	7.3%
Hispanic/Latino	11.3%	5.2%	4.5%	5.4%	5.3%	5.5%
White	73.0%	65.8%	66.3%	65.1%	67.9%	69.7%
Two or more races	2.6%					
Unknown race/ethnicity		12.9%	9.8%	14.6%	10.3%	8.4%
Nonresident Alien		2.1%	2.3%	2.0%	3.1%	0.2%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

\*2004 data

**Notes for Table 2:**

- IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data.
- Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. IPEDS defines “Nonresident alien” as: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
- Public two-year data includes Northwest Indian College (a federally funded tribal college).

Sources: NCES: IPEDS 2005 Fall Enrollment Survey (2004 used for Private Two-Year / Sub-baccalaureate sector); Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

Despite these seemingly positive indicators of participation, an examination of the racial and ethnic group distributions within sectors – public four-year, public two-year, private four-year, and private two-year – raises significant questions. For example, African Americans and Hispanics represent a smaller percentage of total enrollment in the public four-year sector, compared to other sectors. Asian Americans are enrolled in the public four-year sector at a higher proportion than their representation in the 17-39-year-old population would indicate. However, the proportion of students who are classified as “unknown” has implications for overall analysis – because the “unknown” percentage is higher than several of the racial groups. Nevertheless, the findings in Table 2 raise concerns about factors that influence enrollment patterns – particularly for Hispanics, African Americans and American Indians.

### Graduate/Professional Enrollment

As shown in Table 3, compared to the 17-39 year-old population, all groups are underrepresented in the overall enrollment data at the graduate/professional level.

**Table 3: All racial and ethnic groups are underrepresented in graduate and professional enrollments compared to the 17-39 year-old population**

	% of Population Ages 17-39	Overall: % of Graduate/Professional Enrollment	Fall 2005: Percentage of Sector's Graduate/ Professional Enrollment	
			Public Four-Year	Private Four-Year
<b>American Indian/Alaska Native</b>	1.6%	1.3%	1.3%	1.3%
<b>Asian/Pacific Islander</b>	7.6%	7.3%	7.7%	6.6%
<b>African American</b>	3.9%	2.8%	2.0%	4.0%
<b>Hispanic/Latino</b>	11.3%	3.2%	3.2%	3.2%
<b>White</b>	73.0%	64.8%	63.3%	67.0%
<b>Two or more races</b>	2.6%			
<b>Unknown race/ethnicity</b>		12.1%	10.8%	14.1%
<b>Nonresident Alien</b>		8.5%	11.7%	3.8%
<b>Total</b>	100.0%	100.0%	100.0%	100.0%

Notes: IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/ population data. Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

Sources: NCES: IPEDS 2005 Fall Enrollment Survey; Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

Again, Hispanics (as seen in undergraduate enrollments) show the greatest under-representation (see Table A5 in Appendix A for more details). It appears, however, that institutions are doing somewhat better with the undergraduate enrollments of students of color, compared to graduate and professional enrollments.

### Persistence in Community and Technical Colleges

As indicated previously, college enrollments reflect outreach, recruitment, and retention efforts. Measures of persistence may provide a way to parse out the impact of retention efforts from initial outreach and recruitment efforts. The data in Table 4 show that American Indian, African American, and Hispanic degree-seekers are more likely to be “early leavers” than are Asian and white students. Additionally, American Indian, African American, and Hispanic students are less likely to be making “substantial progress” than Asian American and white students.<sup>5</sup>

**Table 4**  
**Community and Technical Colleges: American Indian, African American, and Hispanic students are less likely to persist than Asian American and white students**

	Substantial Progress*	Early Leavers**
<b>Am Indian/Alaska Native</b>	58%	14%
<b>Asian/Pacific Islander</b>	73%	9%
<b>African American</b>	58%	15%
<b>Hispanic/Latino</b>	62%	11%
<b>White</b>	70%	9%

\*“Substantial Progress” includes those who attend four or more quarters – or graduate – over a two-year period.

\*\*“Early Leavers” are those who attend one quarter, and don’t subsequently return within the following two years.

Notes: The percentages are based on an average of the years 1999-2003. Data are for full-time students only. The pattern for part-time students of color generally follows the same trend.

Source: State Board for Community and Technical Colleges, *Academic Year Report 2004-2005*.

The State Board for Community and Technical Colleges has regularly reported on the progress made by students who enroll with degree plans. Specifically, they define and measure the percentage of these students who make “substantial progress” or are “early leavers.”<sup>6</sup> Students graduating or attending four or more quarters over a two-year period are making “substantial progress.” “Early leavers” are students attending only one quarter and not returning within two years’ time.

<sup>5</sup> The percentages in Table 4 are five-year averages, 1999-2003. These “substantial progress” and “early leaver” percentages are similar in magnitude to prior five-year averages: 1996-2000, 1997-2001, and 1998-2002. See Table A6 in Appendix A for earlier data.

<sup>6</sup> State Board for Community and Technical Colleges also reports on students who make “some progress;” however, this measure was left out of this analysis.

## Transfer Rates

Another measure of persistence is the percentage of transfer-ready students who transfer from community colleges to four-year institutions. The data in Table 5 show that in 2001-2002, the transfer rates to public four-year institutions for those who were transfer-ready were lower for American Indian, African American, and Hispanic students compared to Asian American and white students.<sup>7</sup>

**Table 5**  
**Transfers from community colleges to public four-year institutions:**  
**Asian American and white students are more likely to transfer than**  
**American Indian, African American, and Hispanic students**

	Percent Transferring
<b>American Indian/Alaska Native</b>	32%
<b>Asian/Pacific Islander</b>	46%
<b>African American</b>	25%
<b>Hispanic/Latino</b>	36%
<b>White</b>	38%

*Notes:* The data are for transfer-ready students transferring in 2001-2002 to public institutions. Students transferring to private four-year and out-of-state institutions are not included in these numbers.

*Sources:* State Board for Community and Technical College e-mail communication on 1/6/2005.

Because underrepresented Hispanic, African American and American Indian students make up a larger percentage of public two-year enrollments than four-year enrollments, increasing their transfer rates appears to be a sensible way to increase the participation of students of color on four-year campuses.

## Graduation Rates

The National Center for Education Statistics, through its Integrated Postsecondary Education Data System (IPEDS), collects data on the amount of time students take to graduate. For an associate degree, this time is typically three years; for a bachelor's degree, the time is six years. For certificates, the time varies, depending on the type of certificate. Graduation rate data reflect first-time, full-time enrollees who graduate without transferring from the school in which they first enrolled. Given the tendency of many students to move in and out of schools, these data are limited in that they do not capture all students who graduate with a degree or certificate regardless of school. Furthermore, particularly with the public two-year institutions, many students transfer to four-year institutions without completing their associate degree programs. Nonetheless, these data allow us to make comparisons among racial and ethnic groups.

<sup>7</sup> Students are expected to transfer to private four-year institutions and out-of-state institutions as well. However, these data were not available when this report was being prepared. The expectation is that the trends would not change appreciably with the addition of information from private and out-of-state schools.

The data in Table 6 show that regardless of their sector or level, lower percentages of American Indian, African American, and Hispanic students graduate (obtain a bachelor's degree or certificate) when compared to Asian American and white students – without transferring – within 150 percent of the expected time to graduation. (See table A7 in Appendix A for detailed numbers.)

**Table 6**

**2005 Graduation Rates: Percentages represent those degree/certificate-seeking students who graduate within 150% of the normal expected time. Rates are lower for American Indian, African American, and Hispanic students when compared to Asian American and white students.**

<i>Percentage completing within 150% of normal time</i>				
	<b>Public Four-Year</b>	<b>Private Four-Year</b>	<b>Public Two-Year</b>	<b>Private Two-Year*</b>
American Indian/Alaska Native	51.2%	48.8%	20.4%	54.7%
Asian/Pacific Islander	69.5%	65.4%	37.6%	69.3%
African American	47.1%	54.6%	25.2%	59.5%
Hispanic/Latino	56.5%	57.8%	26.0%	60.1%
White	64.6%	68.2%	33.8%	66.6%
<b>Total</b>	<b>64.8%</b>	<b>65.7%</b>	<b>33.1%</b>	<b>65.0%</b>

*\*2004 data*

**Notes:**

- Four-year cohorts seeking a bachelor's degree started in fall 1999, and two-year cohorts seeking an associate degree started in fall 2002.
- Program length for certificate-seeking students varies.
- Rates reflect those who initially enroll as full-time first-time freshmen, and who continue and graduate at the same institution where they first enrolled within 150 percent of "normal" time.
- Transfer students who graduate are not included in the data.
- Students from "unknown" and "nonresident alien" racial/ethnic categories are not included.

**Sources:** NCES, IPEDS 2005 Graduation Rate Survey (2004 Survey for Private Two-Year).

However, even the percentages for white and Asian American students are not as good as they could be. There are many reasons why students take longer than the expected time to graduate. It is important, therefore, to determine which different strategies are needed to effectively address the needs of different students in helping them graduate, and graduate in a timely manner.

## Degrees Awarded

Graduation rates, as reflected in Table 6 (above), look at a cohort of students who enrolled full-time as freshmen, and continued at the same institution – without transferring. This cohort of graduates (as reported in IPEDS) is a subset of the total number who receive degrees in any given year. Therefore, another perspective looks at the number of degrees awarded in a single year, by race/ethnicity. Data reflecting degrees awarded (Table 7 below) provides information on all

students who received bachelor's degrees in a given year – whether or not the students were enrolled full-time or part-time as freshmen, without reference to the total number of years that individual students had been enrolled, and without reference to the number of institutions where individual students might have studied.

**Table 7**  
**Number and percentage of bachelor's degrees awarded,**  
**by race/ethnicity: 2004-05**

	<b>Public Four-Year</b>		<b>Private Four-Year</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
American Indian/Alaska Native	323	1.6%	82	1.1%
Asian/Pacific Islander	2,376	11.5%	621	8.2%
African American	489	2.4%	235	3.1%
Hispanic/ Latino	713	3.4%	293	3.9%
White	14,025	67.8%	5,297	69.9%
Unknown race/ethnicity	2,173	10.4%	780	10.3%
Nonresident Alien	593	2.9%	265	3.5%
<b>Total</b>	<b>20,692</b>		<b>7,573</b>	

*Notes:* Data for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

*Source:* NCES, Completions Survey 2005 (for academic year 2004-05).

The data in Table 7 provide a “snapshot” of bachelor's degrees awarded at public four-year and private four-year institutions in 2004-05; the most recent year for which data are available. The data below are consistent with enrollment data for undergraduates shown in Table 2. White students earn the greatest number of degrees, and also represent most of the total enrollment, followed by Asian Americans. And, consistent with enrollment patterns, more than 10 percent of the students receiving degrees are classified as being of “unknown race/ethnicity.” (See Appendix A, Table A8, for more degree information.)

### **Comparison of Population Data and Enrollment/Degree Data**

A comparison of population and enrollment/degree data allows a “wide-angle” view of race/ethnicity in higher education. Table 8 shows the current make-up of the 17-39-year-old population, along with data on undergraduate enrollment and bachelor's degrees granted. Furthermore, the addition of population projections (for ages 17-39) to the year 2020 provides a perspective on which race/ethnic groups are expected to increase.

**Table 8**  
**Comparison of 17-39-year-old population, undergraduate enrollment, and bachelor's degrees in Washington**

	<b>CURRENT</b>			<b>PROJECTED</b>
	<b>2004: % of Population Ages 17-39</b>	<b>Fall 2005: % of All Undergraduate Enrollment</b>	<b>2004-05: % of All Bachelor's Degrees Awarded</b>	<b>2020 Projections: % of Population Ages 17-39</b>
American Indian/Alaska Native	1.6%	1.6%	1.4%	1.7%
Asian/Pacific Islander	7.6%	8.4%	10.6%	8.8%
African American	3.9%	4.0%	2.6%	4.2%
Hispanic/Latino	11.3%	5.2%	3.6%	15.0%
White	73.0%	65.8%	68.4%	66.5%
Two or more races	2.6%			3.8%
Unknown race/ethnicity		12.9%	10.4%	
Nonresident Alien		2.1%	3.0%	
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

*Notes:* IPEDS data do not use the category of "two or more races" which is found in census/population data. Data for students from "unknown" and "nonresident alien" racial/ethnic backgrounds are included to indicate their proportions of the overall total. ("Nonresident alien" definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

*Sources:* Population: OFM Web site; Enrollment: IPEDS, Fall Enrollment 2005 (data reflect all public and private institutions: four-year, two-year, etc.); Degrees: IPEDS, Completions 2005 (data reflect public and private four-year institutions that award bachelor's degrees).

Of specific interest are Hispanics, who are currently underrepresented in undergraduate enrollments and bachelor's degree attainment at four-year institutions (when compared to their representation in the state population). Without intervention it seems likely that this discrepancy may grow – because the Hispanic population is projected to increase significantly over time.

Again, it should be noted that there is not a direct correlation between population data and enrollment/degree data (from IPEDS). In particular, the use of the "unknown" race/ethnic category is not used in census data. Presumably, at least some of those designated as "unknown" would include members of racial and/or ethnic minorities. Nonetheless, the discrepancies between census representation and higher education participation (for those with specific race/ethnic coding) is indicative of the under-representation of several groups.

## Faculty

Faculty members provide the most significant support for individual student participation and achievement. On a more global level, they can enhance the campus environment that students experience. Their interactions with students determine, to a large degree, how students perceive their college experience. Students' perceptions affect their behaviors and academic outcomes, and the presence or absence of Hispanic, African American, and American Indian faculty affects students' perceptions.



During one of the public forums held by the HECB in August, Sheila Edwards Lange, vice president of the University of Washington Office for Minority Affairs, said that faculty diversity is one of the most pressing issues facing higher education today.

“Faculty diversity is inextricably linked to student academic achievement and to excellence in teaching, research and community service. An ethnically and racially diverse faculty means that diverse students have role models, that courses across the curriculum include study of diverse histories and cultures in the United States and the world, and that research addresses pressing societal issues of crucial importance to achieving social justice.”

Most institutions responding to the HECB survey indicate they have a campus-wide plan for the recruitment and retention of faculty (64 percent) and staff (61 percent) of underrepresented population groups. However, only 22 percent use salary incentive packages to recruit and retain faculty and staff of color, and 31 percent host research centers on multiculturalism/diversity to facilitate faculty research and/or teaching.

The data in Table 9 show that regardless of sector, the percentage of Hispanic, African American, and American Indian faculty is less than the percentage of students of color (see Tables 2 and 3 for enrollment data on students of color).

**Table 9**  
**Faculty members by race: Fall 2005**

	<b>Public Four-Year</b>	<b>Private Four-Year</b>	<b>Public Two-Year</b>
American Indian/Alaska Native	0.8%	0.7%	1.6%
Asian/Pacific Islander	7.1%	5.7%	4.4%
African American	1.5%	3.2%	2.7%
Hispanic/Latino	2.3%	2.4%	2.9%
White	73.2%	81.4%	87.6%
Unknown race/ethnicity	6.7%	6.0%	0.7%
Nonresident Alien	8.4%	0.6%	0.1%
Total	100.0%	100.0%	100.0%

Notes: Data reflect full- and part-time faculty. “Nonresident alien” definition (as used in IPEDS): A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Private two-year data are not included due to small numbers. See Table 2 for data related to undergraduate enrollments. See Appendix Table A8 for additional faculty information.

Source: NCES IPEDS – 2005 Fall Staff Survey.

And, similar to enrollment statistics in the earlier tables, the percentage of students whose race/ethnicity is “unknown” (as reported in IPEDS) accounts for about 6 percent of faculty at four-year institutions – which is higher than several of the race/ethnicity categories. Nonetheless, based on available data for those faculty members who are identified with a specific race/ethnicity, the faculty do not reflect the race/ethnicity proportions seen in the student population. (For additional detail on faculty, see Table A9 in Appendix A.)

Institutions acknowledge the important function that faculty and staff fill as role models and student advisors. This has always been one of the major reasons why schools seek to increase the racial and ethnic diversity of their faculty and staff. However, institutions know that having Hispanic, African American, and American Indian faculty and staff is not the only way to increase the participation and achievement of students of color. Furthermore, as evidenced by the percentages of Hispanic, African American, and American Indian faculty present on Washington campuses, recruiting and retaining Hispanic, African American, and American Indian faculty is a major challenge. Many of the colleges and universities, in addition to targeted recruitment and retention efforts, have focused their efforts on the professional development of all faculty and staff in terms of understanding how to effectively work with students of color. Some of these efforts are described below.

**Washington State University** College of Education's Cluster Hiring project is in the first stages of hiring five faculty members in the area of multicultural education. This "cluster" of faculty, headed by a senior professor, will anchor a supportive network and advance diversity within the college.

**The Evergreen State College** has sponsored Faculty Summer Institutes since 1995 to enhance the capacity of faculty to understand and work with diverse groups of people. The goals of these institutes are to study how faculty deal with issues of race in class, make the classroom more inclusive, and ensure that the academic work is relevant to a diverse student body. Between 26 and 52 percent of the faculty participate in the institutes each summer. Evergreen also offers workshops during its annual fall faculty retreat. The 2004 workshops resulted in a recommendation from the Diversity Group (comprised of deans, faculty, and staff) that the president appoint a group to oversee the coordination of all campus activities related to promoting diversity.

**The University of Washington** developed tool kits to help faculty search committees improve the process used to identify candidates and conduct a more inclusive search. Regular leadership development workshops for chairs and deans provide them with information about unconscious bias, cognitive errors in the evaluation of candidates, research on faculty diversity issues, the importance of department cultural change to improve climate, and the role of leadership in fostering diversity.

**Highline Community College** has developed and implemented a systemic and continuous faculty recruitment process whereby they identify and contact graduate programs in Washington, Oregon and California that statistically graduate elevated numbers of students of color that may be interested in community college teaching. They also participate in two California Community College Registry job fairs that draw large numbers of diverse individuals.

**Whitworth College** solicits applicants through direct mail to contacts listed in the Women and Minority Directory, Hispanic College and University Association, Native American Colleges and Universities and Historically Black Colleges and Universities. They place generic advertisements in the *African American News*, *Women in Higher Education* and other publications as identified, directing interested parties to their Employment Opportunities Web site.

In addition to advertising position announcements in ethnic publications and communities, **Lower Columbia College** sends a representative to visit colleges with major populations of underrepresented groups.

**Whitman College** is working to upgrade temporary appointments to tenure-track, with the goal of creating a more diverse faculty.

## Senior Academic Staff

Senior academic staff provide the academic leadership of an institution. Generally, administrators are promoted from the faculty ranks. Administrators are critical players in a number of decisions that affect the campus environment. While direct interactions with students may be limited, administrators work closely with faculty committees and typically have the final say on key decisions – such as faculty hiring, tenure and promotion decisions, new program development, and substantive changes to courses and/or curriculum.

The data in Table 10 indicate that the percentage of Hispanic, African American, and American Indian senior administrators is less than the percentage of students of color (see Tables 2 and 3 for enrollment data on students of color) and more closely reflect the distribution of faculty. However, in aggregate, the representation of American Indians and African Americans in the administrative ranks is somewhat higher than in the faculty ranks.

**Table 10**  
**Percentage of Hispanic, African American, and American Indian senior administrators:**  
**Spring 2006**

	American Indian	Asian/ Pacific Islander	African American	Hispanic	White	Male	Female
Campus CEO <sup>8</sup> (President/ Chancellor)	-	3%	7%	3%	87%	72%	28%
Executive Vice President <sup>9</sup>	-	5%	5%	2%	88%	58%	42%
Academic Officers, Directors and Deans (total/summary data for all positions)	<b>3%</b>	<b>5%</b>	<b>5%</b>	<b>3%</b>	<b>85%</b>	<b>48%</b>	<b>52%</b>

Source: HECB Survey May 2006.

<sup>8</sup> Principal administrative official responsible for the direction of all operations of a campus or an institution of higher education (Chief Campus Officer in a system) (CUPA-HR 2005-06 Administrative Compensation Survey Position Descriptions).

<sup>9</sup> Principal administrative official, in lieu of the Chief Executive Officer, responsible for the direction of all operations of an institution of higher education. Reports to the Chief Executive Officer (CUPA-HR 2005-06 Administrative Compensation Survey Position Descriptions).

## Campus Environment

The environment that students inhabit plays an important role in encouraging participation and fostering academic success – or lack of success, in higher education. As mentioned above, faculty and senior academic staff are a major factor in engendering a hospitable and supportive campus environment. To some extent, different campuses face different challenges in assuring a comfortable and supportive campus climate. These challenges include the communities within which the campuses reside, as well as the Hispanic, African American, and American Indian students that enroll. The efforts that institutions make to meet these challenges range from leadership by high-level administrators, to curricular offerings, to campus-wide social and academic events.

The majority of colleges and universities report institutional support for diversity goals on campus, and 86 percent of institutions assign key administrative positions to addressing diversity goals. About 81 percent of responding institutions include progress in meeting diversity goals as an accountability measure and 69 percent evaluate university leaders based on achievement of campus goals for inclusion and engagement.

Most of the institutions responding to the HECB survey indicated that speaker forums and similar campus activities are some of the more successful strategies in nurturing an understanding and acceptance of diversity. Many have also set up some form of a Diversity Center that provides direct academic and support services to students and works collaboratively with instruction on curriculum and training.

**Eastern Washington University** has begun an initiative that seeks to engage members of the EWU community in continuous dialogue and action intended to build a stronger community that is inclusive, respectful and supportive of all of its members; a community that celebrates its diversity and its unity; a community that expects honesty and that provides an environment for safe interaction among its members. Funding for the Diversity Initiative is approximately \$145,000 per year to support keynote speakers – such as Winona LaDuke and Cornel West. Proposals also include initiatives to infuse diversity into the curriculum and create a multicultural library.

**Tacoma Community College** offers comprehensive information packets reflecting campus and community diversity. They are also currently revamping the college recruitment Web pages, enhancing visibility and appeal.

**Washington State University** created a new position of “Vice Provost for Equity and Diversity” in fall 2004 that is charged with developing and implementing a strategic diversity plan for the university system. A complementary program at WSU is the Diversity Benchmarking Project, in which a team of faculty, students, and administrators in collaboration with the University of Southern California's Center for Urban Education is developing an "equity scorecard" related to educational outcomes for underrepresented students.

**St. Martin's University** recently initiated an all-campus Diversity and Equity Team to provide ongoing assessment and recommendations to the college on diversity and equity issues.

In order to address improvement of the campus environment for students, faculty, staff and community members, the **University of Washington** has conducted a diversity appraisal, funded projects to respond to concerns raised by the appraisal, offered training programs for faculty and students, and institutionalized programs started by a grant-funded Center for Institutional Change. One promising program that attempts to address climate systemically is the ADVANCE project and its Center for Institutional Change (CIC), which is a collaboration between the College of Engineering and the College of Arts and Sciences to increase the number of women in leadership positions in science and engineering departments. At the core of the project is the Department Cultural Change Program, which provides professional development for departmental leadership and grants to departments for comprehensive cultural change initiatives.

Many institutions provide for student clubs and support services that focus on retention. **Pacific Lutheran University** has a dedicated student Diversity Center, as well as increased personalized support to its minority students. **Western Washington University's** Associated Students Ethnic Student Center, a student-run organization that houses numerous ethnic student clubs, assists students in transition to the university, provides a sense of community, helps students develop their cultural identity, and supports social justice activities.

**Seattle Pacific University** has developed numerous partnerships, particularly with ethnic churches.

On a larger scale, the state's **community and technical college system**, in collaboration with the Washington Center for Improving the Quality of Undergraduate Education, has developed a campus diversity assessment tool that has proven useful to colleges' self-study efforts. The Diversity Assessment Framework links diversity recommendations to campus data, and includes eight categories: access; student progression and achievement; student goal attainment and completion; hiring and retaining staff, faculty, and administrators of color; instruction; student services; institutional and administration efforts, and; physical environment.

## Conclusion

Judging from the examples provided by institutions on their most successful strategies, there is no dearth of individual and institutional commitment to enhancing diversity on Washington's college and university campuses. The negative effects of I-200 in the year following its passage appears to have diminished to some extent. However, research illustrates unacceptably high participation and achievement gaps among racial and ethnic groups.

### According to the data in this report:

- ♦ Diversity within the state's higher education system does not reflect diversity in society.
- ♦ While college enrollment for some racial and ethnic minority students has begun to rebound following the 1998 passage of I-200, most of the data reflect areas where the state is either maintaining the status quo, or losing ground.
- ♦ The percentage of some minority groups enrolling in college fell in 1999; however in 2002 and 2003, the percentages enrolling in college directly out of high school had surpassed the 2000 rates for all groups except American Indians.
- ♦ The percentage of Hispanic and African American students enrolled in college is lower than the percentage of the college-aged state population for both groups.
- ♦ Minority students are under-represented in graduate and professional enrollments.
- ♦ Some minority groups are less likely to complete or maintain progress in two-year degree programs.
- ♦ Some minority groups are less likely to complete degree programs within three years (for two-year programs) or six years (for four-year programs).
- ♦ The percentage of minority faculty is much smaller than the comparable undergraduate enrollment.

Despite ongoing diversity programs and outreach activities, differences remain. Certainly, without these many efforts, the disparities among racial and ethnic groups would likely be even greater. Nonetheless, Washington's higher education system can – and must – do a better job of ensuring equality of opportunity and achievement. This effort is particularly important given the state's changing demographics.

If the state's higher education system does not eliminate these disparities in participation and achievement, many of Washington's postsecondary students will not enjoy the quality of life that accrues with higher levels of educational achievement. Many will be deprived of a richly diverse intellectual and social environment.

On a societal scale, the divisiveness of unequal opportunity will hamper the spirit of possibility that is fostered by higher education. And perhaps most importantly, Washington state will not be well positioned to meet the needs of a vital and global economy.

Today, state efforts must consider the legal environment in which Washington's colleges and universities operate. The passage of Initiative 200 in 1998 affected every facet of affirmative action efforts in higher education – from outreach to graduation.<sup>10</sup> At the time, then-University of Washington President Richard McCormick told the Association of American Colleges and Universities, “We have failed to make our schools good enough and we have failed to ensure truly equal opportunities for our minority citizens. Affirmative action was a way around those failures – a useful and even indispensable path for many. But now that detour is closing, and together we must finally get serious about building a better road.”

In 2003, the U.S. Supreme Court's decisions in *Grutter* and *Gratz* versus *Bollinger* appeared to give back to states such as Washington the ability to consider race and ethnicity in admissions decisions, while denying schools that utilized numerical point systems the ability to continue to do so (Coleman et al. 2004).

What came out of these Supreme Court decisions, however, was more far-reaching than admissions policies. Indeed, anti-affirmative action organizations have become ever more vigilant about higher education policies and practices that involve race, ethnicity, and gender (Selingo 1/14/05). The threat of lawsuits hangs over both public and private institutions. In fact, Selingo indicated that many institutions – including Carnegie Mellon, Harvard, and Yale Universities – have already opened “a wide range of what were once exclusively minority scholarships and programs to students of any race.”

***“Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, do require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.”***

*ACE, “On the Importance of Diversity in Higher Education”*

<sup>10</sup> I-200 is described in statute (RCW 49.60.400-401) as: The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, public contracting.

## References

The data used in this report are derived from several sources. Published data were obtained from publications and websites of Washington's Office of Financial Management (OFM), Washington's Office of the Superintendent of Public Instruction (OSPI), Washington's State Board for Community and Technical Colleges (SBCTC), the U.S. Census Bureau, institutions of higher education in Washington state, and the U.S. Department of Education's National Center for Education Statistics (NCES). Data provided by NCES are taken from the annual federal survey of higher education institutions – this survey is known as IPEDS (Integrated Postsecondary Education Data System).

Unpublished data were provided directly to the HECB by the State Board for Community and Technical Colleges. Finally, the HECB surveyed higher education institutions about their policies and strategies for enhancing diversity on their campuses in December 2004 and again in May 2006.

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## **Appendix A**

### **Detailed Data Tables**

- Table A1:** Total State Population by Race/Ethnicity
- Table A2:** Number and Percentage of Washington Public High School Graduates Going Directly to College by Race/Ethnicity
- Table A3:** First-time-in-college Freshmen by Race/Ethnicity and Sector
- Table A4:** 2004 Population Ages 17-39, and Fall 2005 Undergraduate Enrollment
- Table A5:** 2004 Population Ages 17-39, and Fall 2005 Graduate/Professional Enrollment
- Table A6:** Community/Technical Colleges: Percentage of Full-time Students Making "Substantial Progress" and Percentage of "Early Leavers"
- Table A7:** Number in Cohort and Number of Completers within 150% of Normal Time
- Table A8:** Degrees Awarded in Washington by Race/Ethnicity: 2004-05
- Table A9:** Number and Percentage of Faculty by Race/Ethnicity: Two Selected Years

**Table A1****Total State Population by Race/Ethnicity**

	<u>2004 Actuals</u>		<u>2010 Projections</u>		<u>2020 Projections</u>	
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>
<b>Non-Hispanic</b>						
American Indian/Alaska Native	91,053	1.5%	97,998	1.4%	110,433	1.5%
Asian/Pacific Islander	383,939	6.2%	506,112	7.4%	658,019	8.5%
African American	200,866	3.3%	231,110	3.4%	264,889	3.4%
White	4,808,975	78.0%	5,123,716	75.2%	5,540,999	71.7%
Two or More Races	165,322	2.7%	201,254	3.0%	279,143	3.6%
<b>Hispanic, Any Race</b>	517,645	8.4%	651,0275	9.6%	871,896	11.3%
<b>Total</b>	6,167,800	100%	6,811,217	100%	7,725,379	100%
<i>Percentage Minority (all except "White")</i>		22%		25%		28%

Notes: The racial/ethnic groups are mutually exclusive.

Source: Office of Financial Management Data for 2004 retrieved from [http://www.ofm.wa.gov/pop/race/2004%20race\\_estimates.xls](http://www.ofm.wa.gov/pop/race/2004%20race_estimates.xls).  
Data for 2010 and 2020 retrieved from <http://www.ofm.wa.gov/pop/race/projections>, March 2006.

**Table A2**

**Number and Percentage of Washington Public High School Graduates Going Directly to College  
by Race/Ethnicity**

Graduation Cohort:	1998		1999		2000		2001		2002		2003	
	<u>Number of Graduates</u>	<u>% to College</u>	<u>Number of Graduates</u>	<u>% to College</u>	<u>Number of Graduates</u>	<u>% to College</u>	<u>Number of Graduates</u>	<u>% to College</u>	<u>Number of Graduates</u>	<u>% to College</u>	<u>Number of Graduates</u>	<u>% to College</u>
<b>American Indian /Alaska Native</b>	527	52.2%	543	45.9%	647	41.4%	689	41.1%	782	39.8%	798	37.8%
<b>Asian/Pacific Islander</b>	2,511	71.1%	2,549	72.5%	3,158	65.0%	3,068	68.7%	3,521	70.2%	3,881	69.1%
<b>African American</b>	811	55.0%	791	53.4%	1,096	44.3%	1,167	47.9%	1,337	50.0%	1,542	49.1%
<b>Hispanic/Latino</b>	1,461	49.8%	1,419	46.4%	1,742	42.7%	1,971	42.4%	2,405	45.8%	2,663	45.5%
<b>White</b>	26,494	55.7%	24,413	56.5%	30,015	49.8%	29,133	54.6%	32,639	55.3%	33,272	55.2%
<b>Total</b>	31,804	56.5%	29,715	57.1%	36,658	50.5%	36,028	54.7%	40,684	55.5%	42,156	55.3%

Source: SESRC (various years). Washington State Graduate Follow-up Study: All graduates, first year after graduation, statewide results. Olympia, WA: OSPI.

**Table A3****First-time-in-college Freshmen by Race/Ethnicity and Sector**

<b>Public Four-Year</b>					
	<u>American Indian</u>	<u>Asian/ Pacific Islander</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>
Fall 1998	214	1,429	308	457	8,103
Fall 1999	172	1,506	246	368	8,217
Fall 2003	189	1,955	319	595	9,138
Fall 2005	223	2,091	400	714	9,595
<b>Public Two-Year</b>					
	<u>American Indian</u>	<u>Asian/ Pacific Islander</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>
Fall 1998	373	1,032	588	838	12,047
Fall 1999	254	986	676	855	12,528
Fall 2003	360	1,270	848	1,177	13,736
Fall 2005	261	1,006	731	1,117	11,822
<i>Note:</i> Enrollments overall at public two-year have declined in the past two years.					
<b>Private Four-Year</b>					
	<u>American Indian</u>	<u>Asian/ Pacific Islander</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>
Fall 1998	54	475	126	167	3,862
Fall 1999	48	419	125	200	3,963
Fall 2003	124	547	236	386	5,167
Fall 2005	107	580	251	404	4,977
<b>Private Two-Year and Less Than Two-Year</b>					
	<u>American Indian</u>	<u>Asian/ Pacific Islander</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>
Fall 1998	114	386	364	313	4,238
Fall 1999	122	453	388	325	4,060
Fall 2003	123	463	496	286	3,584
Fall 2004*	74	445	448	282	3,548
*Latest available data.					
<i>Note:</i> Students of "unknown" and "nonresident alien" backgrounds are excluded from the table. Because of the small numbers for some of the racial groups, the findings should be interpreted with caution.					
<i>Source:</i> NCES, IPEDS Fall Enrollment Survey, 1998, 1999, 2003, 2004, 2005.					

**Table A4****2004 Population Ages 17-39, and Fall 2005 Undergraduate Enrollment**

Racial/Ethnic Group	Population Ages 17-39	2005 Total Undergraduate Enrollment	<b><u>Undergraduate Enrollment by Sector</u></b>			
			Public Four-Year	Public Two-Year	Private Four-Year	Private Two-Year and Less than Two-Year*
<b>American Indian /Alaska Native</b>	32,340	5,190	1,438	3,066	548	138
<b>Asian/Pacific Islander</b>	150,294	27,252	10,787	12,890	3,000	575
<b>African American</b>	77,087	13,039	2,503	8,510	1,445	581
<b>Hispanic/Latino</b>	223,564	16,670	3,884	10,365	1,984	437
<b>White</b>	1,450,223	212,464	57,308	124,154	25,420	5,582
<b>Two or More Races</b>	52,838					
<b>Unknown race/ethnicity</b>		41,241	8,578	28,098	3,885	680
<b>Nonresident Alien</b>		6,879	1,952	3,762	1,147	18
<b>Total</b>	1,986,346	322,735	86,450	190,845	37,429	8,011

\* 2004 data

*Notes.*

- IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data.
- Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)
- Public two-year data includes Northwest Indian College (federally funded tribal college).

*Sources:* NCES: IPEDS 2005 Fall Enrollment Survey (2004 used for private two-year and less than two-year); Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

**Table A5****2004 Population Ages 17-39, and Fall 2005 Graduate/Professional Enrollment**

	<b>2004 Population Ages 17-39</b>	<b>Total Graduate/ Professional Enrollment</b>	<b><u>Graduate/Professional Enrollment by Sector</u></b>	
			<b>Public Four-Year</b>	<b>Private Four-Year</b>
<b>American Indian/Alaska Native</b>	32,340	435	260	175
<b>Asian/Pacific Islander</b>	150,294	2,427	1,540	887
<b>African American</b>	77,087	941	395	546
<b>Hispanic/Latino</b>	223,564	1,080	645	435
<b>White</b>	1,450,223	21,640	12,587	9,053
<b>Two or More Races</b>	52,838			
<b>Unknown race/ethnicity</b>		4,040	2,126	1,914
<b>Nonresident Alien</b>		2,841	2,330	511
<b>Total</b>	1,986,346	33,404	19,883	13,521

*Notes:* IPEDS enrollment numbers do not use the category of “two or more races” which is found in census/population data.

Enrollments for students from “unknown” and “nonresident alien” racial/ethnic backgrounds are included to indicate their proportions of the overall total. (“Nonresident alien” definition in IPEDS: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.)

*Sources:* NCES: IPEDS 2005 Fall Enrollment Survey; Office of Financial Management Web site: “2004 Population Estimates by Age, Gender, Race and Hispanic Origin, Using the Office of Management and Budget New Classifications: State of Washington and Its Counties,” November 2004 (latest update).

**Table A6**

**Community/Technical Colleges: Percentage of Full-time  
Students Making “Substantial Progress” and Percentage of “Early Leavers”**

	<u>Average 1996-2000</u>		<u>Average 1997-2001</u>		<u>Average 1998-2002</u>		<u>Average 1999-2003</u>	
	Substantial Progress	Early Leavers	Substantial Progress	Early Leavers	Substantial Progress	Early Leavers	Substantial Progress	Early Leavers
<b>American Indian/ Alaska Native</b>	59%	12%	58%	13%	59%	14%	58%	14%
<b>Asian/Pacific Islander</b>	71%	9%	71%	9%	72%	9%	73%	9%
<b>African American</b>	56%	15%	57%	15%	58%	15%	58%	15%
<b>Hispanic/Latino</b>	62%	11%	61%	11%	62%	11%	62%	11%
<b>White</b>	69%	9%	69%	9%	69%	9%	70%	9%

*Note:* Percentages reflect students who are seeking associate degrees at community colleges, or who enroll in professional/technical programs at technical colleges.

*Source:* State Board for Community and Technical College Academic Year Reports (various years).

**Table A7****Number in Cohort and Number of Completers within 150% of Normal Time**

	<b><u>Public Four-Year</u></b>		<b><u>Private Four-Year</u></b>		<b><u>Public Two-Year</u></b>		<b><u>Private Two-Year</u></b>	
	<b># in Cohort</b>	<b># Completers</b>	<b># in Cohort</b>	<b># Completers</b>	<b># in Cohort</b>	<b># Completers</b>	<b># in Cohort</b>	<b># Completers</b>
<b>American Indian /Alaska Native</b>	172	88	41	20	255	52	106	58
<b>Asian/Pacific Islander</b>	1,497	1,040	379	248	876	329	336	233
<b>African American</b>	244	115	108	59	469	118	484	288
<b>Hispanic/Latino</b>	372	210	161	93	810	211	293	176
<b>White</b>	8,127	5,251	3,706	2,528	8,980	3,038	2,485	1,655
<b>Total</b>	10,412	6,704	4,395	2,948	11,390	3,748	3,704	2,417

*Notes.* Four-year cohorts seeking a bachelor's degree started in fall 1999, and two-year cohorts seeking an associate's degree started in fall 2002. Program length for certificate-seeking students varies. Rates reflect those who initially enroll as full-time first-time freshmen, and who continue and graduate at the same institution where they first enrolled within 150% of "normal" time. (Transfer students who graduate are not included in the data). Students from "unknown" and "nonresident alien" racial/ethnic categories are not included.

*Sources.* NCES, IPEDS 2005 Graduation Rate Survey (2004 Survey for Private Two-Year).



**Table A8****Degrees Awarded in Washington by Race/Ethnicity: 2004-05**

	<u>Associate Degrees</u>		<u>Bachelors Degrees</u>		<u>Masters Degrees</u>		<u>Doctoral Degrees</u>		<u>Prof. Degrees</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<b>American Indian /Alaska Native</b>	361	1.6%	405	1.4%	111	1.3%	7	0.9%	17	1.2%
<b>Asian/Pacific Islander</b>	1,651	7.4%	2,997	10.6%	546	6.2%	48	6.1%	161	11.7%
<b>African American</b>	759	3.4%	724	2.6%	228	2.6%	12	1.5%	40	2.9%
<b>Hispanic/Latino</b>	1,156	5.2%	1,006	3.6%	287	3.3%	23	2.9%	43	3.1%
<b>White</b>	15,888	71.1%	19,322	68.4%	5,748	65.5%	425	53.6%	988	72.0%
<b>Unknown race/ethnicity</b>	1,586	7.1%	2,953	10.4%	1,172	13.4%	67	8.4%	97	7.1%
<b>Nonresident Alien</b>	937	4.2%	858	3.0%	682	7.8%	211	26.6%	27	2.0%
<b>Total</b>	22,338		28,265		8,774		793		1,373	

Notes: Data reflect degrees awarded by all institutions in Washington state, both public and private. Therefore, associate degree data include awards at community/technical colleges, as well as some associate degrees awarded by private two-year and four-year institutions.

Source: IPEDS, Completions Survey 2004-05.

**Table A9**

<b>Number and percentage of faculty by race/ethnicity: two selected years</b>						
<b>Fall 2005</b>	<b>Public Four –Year</b>		<b>Private Four-Year</b>		<b>Public Two-Year</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>American Indian /Alaska Native</b>	76	0.8%	41	0.7%	170	1.6%
<b>Asian/Pacific Islander</b>	638	7.1%	327	5.7%	466	4.4%
<b>African American</b>	131	1.5%	185	3.2%	283	2.7%
<b>Hispanic/Latino</b>	211	2.3%	136	2.4%	307	2.9%
<b>White</b>	6,573	73.2%	4,664	81.4%	9,236	87.6%
<b>Unknown race/ethnicity</b>	602	6.7%	342	6.0%	79	0.7%
<b>Nonresident Alien</b>	757	8.4%	32	0.6%	8	0.1%
<b>Total</b>	8,988		5,727		10,549	
<b>Fall 1995</b>	<b>Public Four -Year</b>		<b>Private Four-Year</b>		<b>Public Two-Year</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>American Indian /Alaska Native</b>	40	0.6%	19	0.5%	113	1.2%
<b>Asian/Pacific Islander</b>	364	5.1%	129	3.6%	291	3.0%
<b>African American</b>	111	1.6%	60	1.7%	172	1.8%
<b>Hispanic/Latino</b>	99	1.4%	44	1.2%	240	2.5%
<b>White</b>	6,035	85.4%	3,271	91.9%	8,739	91.3%
<b>Unknown race/ethnicity</b>	109	1.5%	33	0.9%	8	0.1%
<b>Nonresident Alien</b>	312	4.4%	4	0.1%	5	0.1%
<b>Total</b>	7,070		3,560		9,568	

Notes: Data reflect full- and part-time faculty. "Public two-year" includes Northwest Indian College (federally funded). "Nonresident alien" definition (as used in IPEDS): A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Private two-year data are not included due to small numbers.

Source: NCES IPEDS – Fall Staff Surveys.

## **Appendix B**

### **Pre-College Programs**

**Table B1:** Federal Programs: GEAR UP and TRIO

**Table B2:** Washington Education Foundation Programs

**Table B3:** The HERO (Higher Education Readiness Opportunity)  
Initiative

**Table B4:** College/University Strategies and Practices Survey

## Pre-college programs

Federal programs that are designated to serve low-income and minority students in Washington have provided limited, but valuable, services to those students. GEAR UP programs serve about 21,000 students from grades 7 through 12. TRIO's Talent Search program serves 4,300 students, and Upward Bound, 885 students. The Washington Education Foundation's Achievers Program has provided services and scholarships to 2,415 students – with a goal of 5,000 students over 10 years.

**Table B1 Federal Programs (GEAR UP and TRIO)**

Type of Program	City	Dollars
Central Washington University GEAR UP Partnership	Ellensburg	\$ 796,000
Yakima School Dist. No. 7 GEAR UP Partnership	Yakima	1,279,598
Eastern Washington University GEAR UP Partnership	Cheney	400,262
University of Washington GEAR UP Partnership	Seattle	2,176,608
Central Washington University GEAR UP Partnership	Ellensburg	1,148,000
Evergreen State College GEAR UP Partnership	Olympia	877,096
Washington State University GEAR UP Partnership	Richland	1,536,000
Wenatchee School Dist. No. 246 GEAR UP Partnership	Wenatchee	147,908
Heritage University GEAR UP Partnership	Toppenish	753,382
University of Washington GEAR UP Partnership	Seattle	1,010,445
Bellingham School Dist. State GEAR UP	Bellingham	150,000
Eastmont School Dist. State GEAR UP	E. Wenatchee	150,000
Everett School Dist. State GEAR UP	Everett	112,500
Federal Way School Dist. State GEAR UP	Federal Way	150,000
Inchelium School Dist. State GEAR UP	Inchelium	15,000
Monroe School Dist. State GEAR UP	Monroe	75,000
Okanogan School Dist. State GEAR UP	Okanogan	112,500
Quincy School Dist. State GEAR UP	Quincy	112,500
Wapato School Dist. State GEAR UP	Wapato	150,000
Wenatchee School Dist. State GEAR UP	Wenatchee	75,000
West Valley School Dist. State GEAR UP	Spokane	150,000
Vancouver School Dist. State GEAR UP	Vancouver	300,000
Big Bend Community College Upward Bound	Moses Lake	484,364
City of Seattle Human Services Department - Upward Bound	Seattle	402,999
Columbia Basin College Upward Bound	Pasco	393,802
Evergreen State College Upward Bound	Olympia	483,561
Metropolitan Dev. Council/Southern Pierce County Upward Bound	Tacoma	379,496
North Seattle Community College Upward Bound	Seattle	332,117
South Seattle Community College Upward Bound	Seattle	277,677
University of Washington/ Seattle Upward Bound	Seattle	410,987
Washington State University/ Pullman (Yakima) Upward Bound	Yakima	220,000
Washington State University/ Pullman (Okanogan) Upward Bound	Okanogan	220,000
Washington State University/ Spokane Upward Bound	Spokane	220,000
Yakima Valley Community College Upward Bound	Yakima	475,807
Centralia College Talent Search	Centralia	367,980
Metropolitan Development Council Talent Search	Tacoma	204,000
Northwest Indian College Talent Search	Bellingham	250,261
South Seattle Community College Talent Search	Seattle	250,261
Tacoma Community College Talent Search	Tacoma	204,000
University of Washington/Seattle Talent Search	Seattle	304,849
Walla Walla Community College Talent Search	Walla Walla	204,000

## Washington Education Foundation Programs

The Achievers program will serve 5,000 students over 10 years, between now and 2010. More than 2,415 students have received services and scholarships so far, for a total expenditure of \$25,400,000.

<b>Achiever School</b>	<b>City</b>
Cleveland High School	Seattle
Clover Park High School	Lakewood
Davis High School	Yakima
Foster High School	Tukwila
Henry Foss High School	Tacoma
Kent-Meridian High School	Kent
Kittitas High School	Kittitas
Lincoln High School	Tacoma
Mabton High School	Mabton
Mariner High School	Everett
Mount Tahoma High School	Tacoma
Stevenson High School	Stevenson
Tonasket High School	Tonasket
Truman High School	Federal Way
West Valley High School	Spokane
Yelm High School	Yelm

## The HERO (Higher Education Readiness Opportunity) Initiative

The HERO Initiative provides direct academic and leadership support to students, their families, and academic communities to ensure that students have the resources to succeed in high school and beyond.

<b>Achiever School</b>	<b>City</b>
Cleveland High School	Seattle
Clover Park High School	Lakewood
Davis High School	Yakima
Foster High School	Tukwila
Henry Foss High School	Tacoma
Kent-Meridian High School	Kent
Lincoln High School	Tacoma
Mabton High School	Mabton
Mount Tahoma High School	Tacoma
Truman High School	Federal Way

College/University Strategies and Practices Survey		Check if Yes
<b>Students:</b>		
We have a comprehensive plan for recruitment and retention of underrepresented students.		67%
We employ the following strategies to recruit students with a goal of expanding racial/ethnic diversity on campus:		
Financial Assistance		81%
Community-based recruitment		83%
Pre-college programs and outreach		86%
We offer courses in ethnic studies that span a variety of fields and disciplines.		69%
There is a graduation requirement for the baccalaureate degree that students must take a specified number of credit hours in courses that reflect diverse cultures.		61%
We have reviewed the general education requirements to ensure that diversity knowledge and skills are embedded in a specified percentage of our courses.		64%
Our curriculum offers academic majors that prepare students to live and work in a diverse society.		69%
We provide opportunities for international study to enable students to learn about diverse cultures.		81%
We support student organizations on campus with multicultural memberships.		97%
We sponsor outreach programs to high school students with an emphasis on underrepresented student populations.		89%
We sponsor outreach programs to middle school students with an emphasis on underrepresented student populations.		69%
We implement initiatives in the College of Education to prepare culturally competent K-12 teachers and administrators where appropriate (e.g. initiatives that require coursework in ethnic studies for future educators, assessment of cultural competence for initial certification through work samples or portfolios)		53%
<b>Faculty &amp; Staff:</b>		
We have a campus-wide plan for the recruitment and retention of faculty members from underrepresented population segments.		64%
We have a campus-wide plan for the recruitment and retention of staff members from underrepresented population segments.		61%
We use salary incentive packages to recruit and retain faculty and staff of color.		22%
We host research center(s) on multiculturalism/diversity to facilitate faculty research and/or training initiatives.		31%
We have a teaching/learning center available to assist faculty members in advising and counseling students.		81%
<b>General Campus:</b>		
We assign key administrative position(s) to addressing diversity goals for the campus.		86%
We have a campus goal for inclusion and engagement and we evaluate university leaders based on achievement of that goal.		69%
We sponsor on-campus and outreach events on diverse topics through conferences and/or task force discussions.		94%
We offer a variety of communication tools to reach out to diverse groups, including Web sites and newsletters.		69%
Campus accountability measures includes progress in meeting diversity goals.		81%
We conduct periodic campus climate studies to improve the campus environment for diverse students		81%
We offer or host English as Second Language Institute/program(s).		78%
<b>Response Rate</b>		59%

**RESOLUTION NO. 06-29**

WHEREAS, The Higher Education Coordinating Board is responsible for monitoring and reporting on the academic success of African American, Hispanic, Asian American, and American Indian students in the State's system of higher education, and;

WHEREAS, Diversity of experiences, beliefs, and perspectives enrich the educational experience and provide the foundation for a rich intellectual and social environment, and;

WHEREAS, A diverse educational environment promotes personal growth and a healthy society by encouraging critical thinking and providing students an opportunity to learn to effectively communicate with people of varied backgrounds, and;

WHEREAS, Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society and fosters mutual respect and teamwork, and;

WHEREAS, Sustaining our prosperity over the next century will require us to make effective use of the talents and abilities of all our citizens in work settings that bring together individuals from diverse backgrounds and cultures, and;

WHEREAS, The state must do more to eliminate disparities in participation and achievement in higher education so that all Washington residents have the opportunity to access postsecondary education and to enjoy the quality of life that accrues with higher levels of educational achievement.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the findings and recommendations of the 2006 report on Diversity in Washington Higher Education.

Adopted:

September 27, 2006

Attest:

\_\_\_\_\_  
Gene Colin, Chair

\_\_\_\_\_  
Jesus Hernandez, Secretary



**September 2006**

## **Statewide Student Mobility Report**

### **Background**

The Statewide Student Mobility Report provides data on student movement between institutions of higher education within the state. The report includes data for two- and four-year institutions, both public and private.

Beginning this year, the Higher Education Coordinating Board (HECB) took over responsibility for compiling the report. The University of Washington had previously produced the report at the request of the Intercollegiate Relations Committee. Since the Mobility Report was a new responsibility for the HECB, staff took the opportunity to review the format of the report, both in regard to how data is collected as well as how it is reported.

Based on the feedback we received, several revisions have been made. Given that the HECB will be responsible for producing this report in years to come, staff will continue to work with the institutions to include richer data and make the report even more user-friendly. Revisions include:

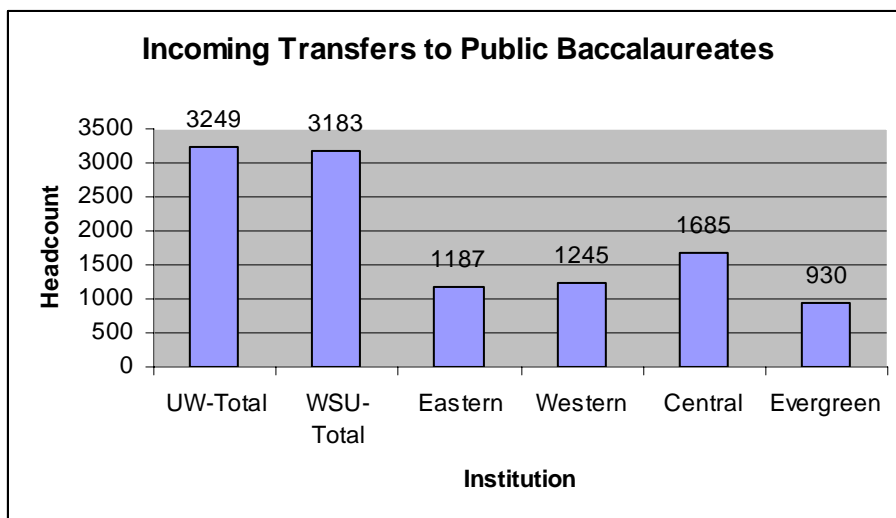
- The report now includes an entire academic year rather than just fall term.
- All class standings are reported, versus combining freshman/sophomore and junior/senior classes.
- Data for the public, four-year institutions was gathered through the Public Centralized Higher Education Enrollment Statistics (PCHEES) database, eliminating the need to make separate data requests to each of these institutions.
- The report now includes the ability to compare mobility data across years, rather than presenting data limited to one academic year.
- Most data can now be downloaded into Microsoft Excel. Previous versions of the report were in PDF format and could not be downloaded.
- The hard copy of the report has been eliminated. Instead, data can be accessed through an interactive Web site where data can be sorted in several different ways.

### **Summary of Findings**

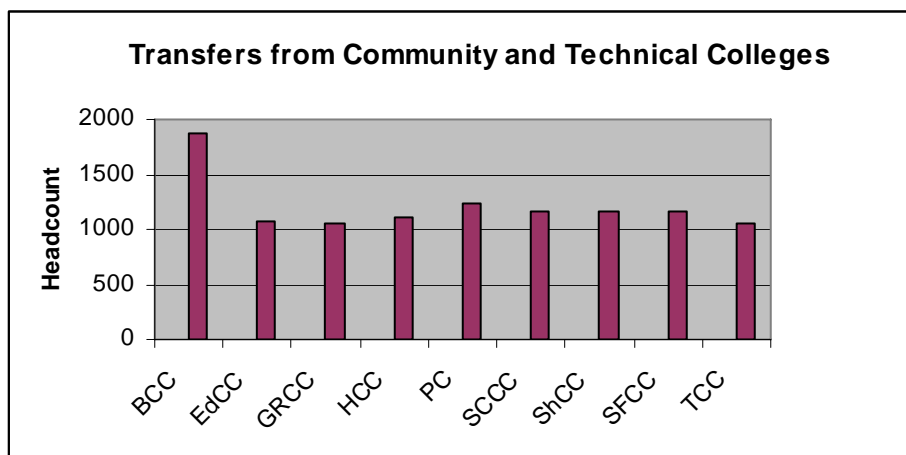
The full mobility report can be found on the HECB's Web site. It includes detailed information regarding student transfer patterns. The Web site also includes important instructions regarding how the data was collected and what it contains. Several examples have been included to provide a general sense of the information included in the full report.



- The mobility report demonstrates that there is a great deal of student movement within the Washington higher education system. After graduating from high school, more students than ever before have adopted a “cafeteria” approach to their education, taking classes at multiple institutions before obtaining a degree. Students are transferring courses in every sector and in every direction. Examination of transfers to and from Bellevue Community College (BCC) provides a great example. During the 2005-06 school year, student flow at Bellevue was dynamic.
  - 669 students transferred credits from BCC to the state’s research institutions, and 219 students transferred credits to the comprehensive institutions including the Evergreen State College (TESC).
  - 224 students transferred credits from BCC to private baccalaureate institutions within the state, excluding the University of Phoenix which did not submit data for this report.
  - 581 students transferred credits from BCC to other community colleges within the state
  - 131 students transferred credits to BCC from research institutions, 72 students transferred credits to BCC from comprehensive institutions including TESC.
  - 39 students transferred credits to BCC from private baccalaureate institutions, excluding University of Phoenix
  - 318 students transferred credits to BCC from other community colleges.
- The University of Washington accepted courses from the largest number of students, followed closely by WSU. The counts represented in the graph below are for the 2005-06 school year for all class standings and all sectors.



- Nine community colleges had more than 1,000 outgoing transfer students. With the exception of Spokane Falls Community College, all of these colleges are located in the Puget Sound. Bellevue Community College led the group, sending over 1,800 students to colleges in other sectors.



### Next Steps

The full report, including information for the 2005-06 school year, will be released to the public this week. The HECB will release another report, documenting student flow during the fall quarter/semester of the 2006-07 academic year in early March 2007. The final report including student transfers for winter and spring will be released in August of 2007.

**September 2006**

**Transfer is a Key Strategy in Baccalaureate Degree Attainment**

**Sara Clements-Sampson**

*Policy Intern,  
Academic Affairs*

\* \* \*

**Andi Smith**

*Associate Director,  
Academic Affairs*

\* \* \*

**Randy Spaulding,**

*Acting Director,  
Academic Affairs*

**Introduction**

Over the past several decades, a bachelor's degree has become an increasingly important tool for workers interested in pursuing the jobs of tomorrow. For the thousands of students who begin their college careers at community and technical colleges, transfer is essential in realizing their goal of attaining a bachelor's degree and ensuring they can compete for jobs that require higher levels of education<sup>1</sup>.

According to recent research, there are few well-paying jobs for those lacking postsecondary education; the result has been an increase in income inequality that is largely attributed to the increased salary earned by those with additional years of schooling. The U.S. Census Bureau reports that in Washington state, the average income for a person aged 21-64 with a high school degree is \$30,628, while someone with a bachelor's degree averages \$45,367. Long-term unemployment rates also decrease as the level of education increases.<sup>2</sup>

Almost all occupations are becoming more complex and require workers prepared with higher levels of

education than in the past. Many of these occupations need increased training for supervisory roles and increasingly technical roles. These roles are needed in areas that may not have previously been viewed as needing highly trained individuals - such as sales and services occupations, agriculture, construction, production, and transportation.<sup>3</sup> Analysis of migration trends indicates that in addition to high numbers of workers moving to the state in computer science and engineering, between 1995 and 2000 there has been a substantial net in-migration of workers at the baccalaureate level and higher in construction, hospitality, sales, and management occupations.<sup>4</sup>

***Almost all occupations are becoming more complex and require workers prepared with higher levels of education than in the past.***

Employers report that they have become more selective in the hiring process. Workers with a deeper and more sophisticated skill set are at a distinct advantage in this environment. Ideally, workers would develop a mix of technical skills and management, communication, and teamwork skills; skills commonly associated with baccalaureate level education.<sup>5</sup> The state's Workforce Training and Education Coordinating Board reports that in addition to occupation-specific skills, roughly one-fifth of employers report difficulty finding workers with problem solving and critical thinking skills, positive work habits and attitudes, communication skills, and teamwork skills. Roughly 16 percent of employers reported difficulty hiring workers who could adapt to changes in duties and responsibilities.<sup>6</sup>

As national and state economic trends continue to illustrate shifts toward occupations that require higher levels of education, policy makers must ensure that Washington citizens are provided the opportunity to compete for these jobs.

By doing so, policy makers also ensure that employers have the skilled workers they need to serve the community and foster economic growth.

## Current trends in higher education in Washington

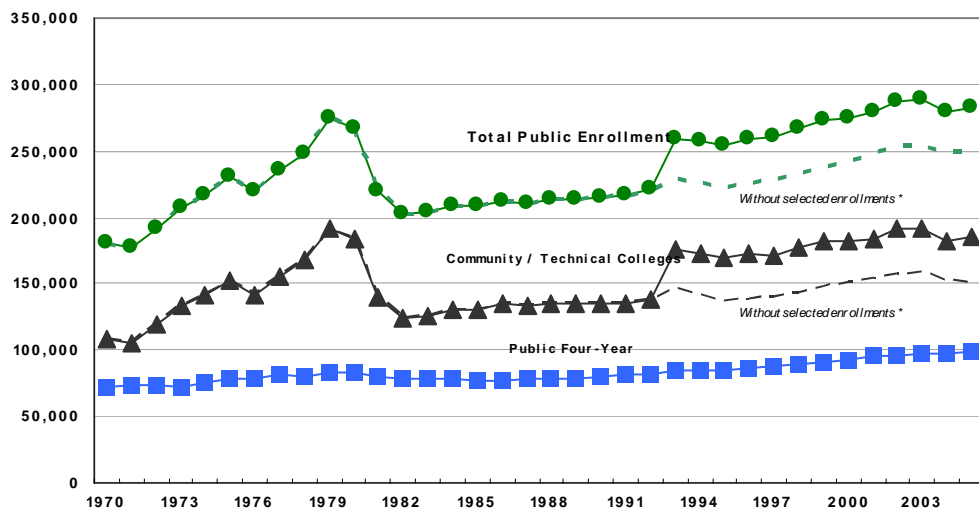
### *Demand for participation in higher education is growing*

The public higher education system in Washington is comprised of two interdependent sectors that provide educational access to its citizens. In 2005-06, the community and technical college (CTC) sector provided access for approximately 184,912 students (130,933 FTE) while the baccalaureate sector provided access for roughly 98,248 students (91,571 FTE) as illustrated in the chart below. When these sectors are combined, Washington ranks about 17th nationally for participation in public higher education.

In recent decades, demand for higher education has increased steadily. Enrollment trends for both the public CTC and baccalaureate sectors reveal an increase in the fall term enrollments for the four-year sector – while the trend for the two-year fall term enrollments exhibits more volatility in the 1970s and early 80s – followed by a period of steady growth through the present.

Researchers and policy makers indicate that these trends will continue to grow. According to projections developed by the Office of Financial Management, demand for education continues to increase due to population growth and the growing importance of postsecondary education in the workplace.

Combined Higher Education Enrollment



Source: OFM, Higher Education Enrollment Statistics and Projections, 2003 (Table 1-4, page 9)

Source: OFM, 2003, Higher Education Enrollment Statistics and Projections, Historical Fall Term Headcount Enrollment: Public Higher Education, 1960-2000. Table 1-4. p.9.

Note: For periods after 1993, some fall headcount enrollment numbers were calculated apart from overall student totals to show individual trends: the Timber Worker Displacement program, Workforce Training program, Technical College enrollments, and Private Career Colleges.

To simply keep pace with population growth, the public higher education system would need to expand to accommodate approximately 242,770 FTE students – and increase of about 20,000 FTE – between 2004 and 2010<sup>7</sup>. This increase must be accommodated through growth in both the two-year and baccalaureate sectors.

Washington's community and technical college system has been extremely successful in terms of enrollment growth. Since the 1970s, the community and technical colleges have expanded lower-division enrollment more rapidly than the baccalaureate sector, and the two-year system now makes up about 53 percent of the state's total public higher education enrollment.

Participation in the four-year sector has not expanded at the same rate, although many institutions are operating beyond their capacity. The existing four-year institutions will need to add 8,467 FTEs by 2010 to provide the same level of access as students experienced in 2005-06. This represents a significant increase from current levels just to accommodate the

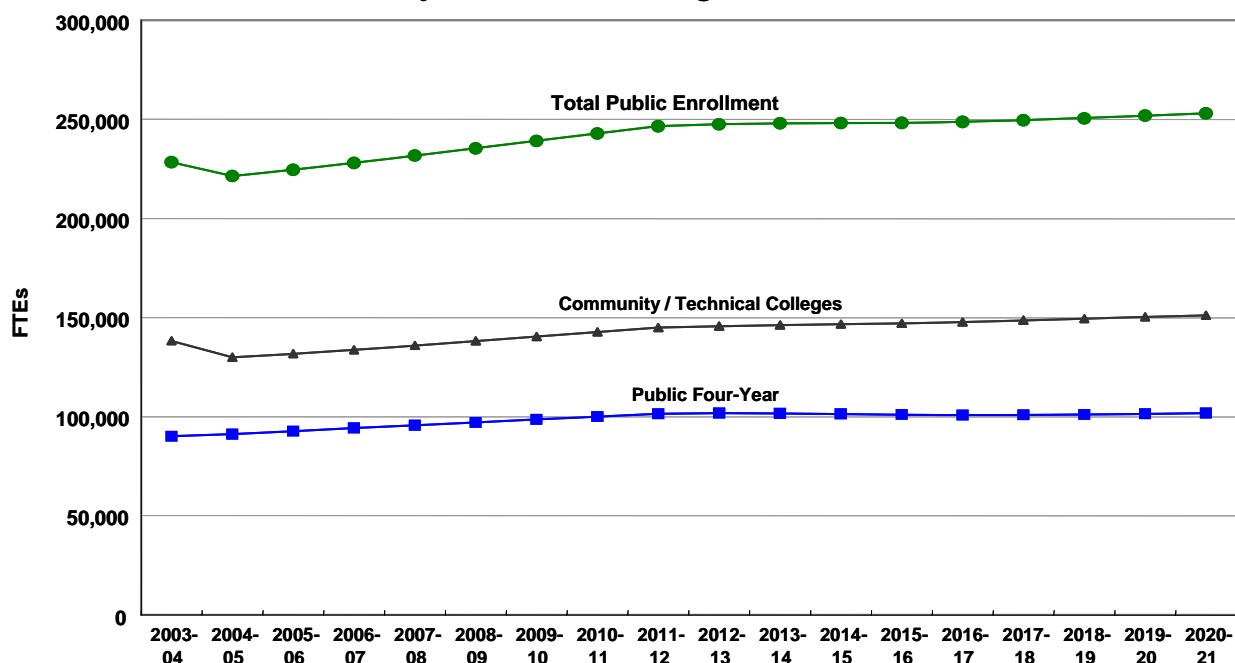
expansion made necessary by population growth. Even greater capacity would be required to accommodate additional student demand for baccalaureate degrees.

## Degree production

Given that more students are accessing higher education through the state's community and technical colleges, it is not surprising that there are differences, across sector, in degree production. Currently, Washington ranks 5th nationally in the number of associate degrees awarded, while it ranks 49th in the production of baccalaureate degrees.<sup>8</sup>

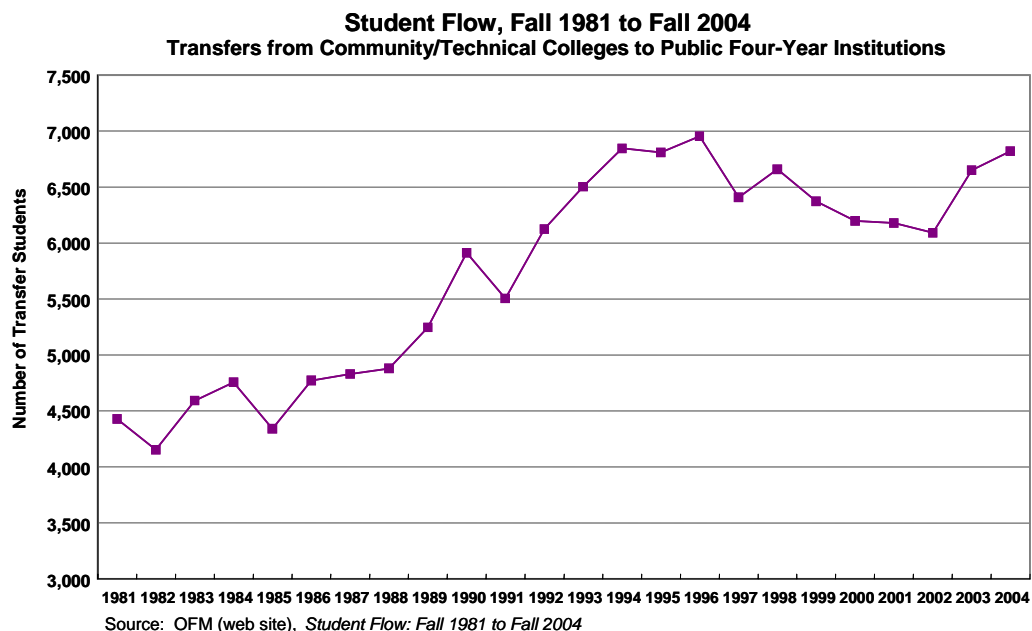
Washington's rank in baccalaureate degree production indicates that the state is not producing enough baccalaureate degrees to meet student and employer demand. However, it is also important to note that Washington is regarded as having one of the most highly educated populations in the country when this measure is calculated by the number of baccalaureate degree holders as a percentage of total population<sup>9</sup>.

**Projected Annual Average FTE Enrollment**



Source: OFM, *Higher Education Trends and Highlights*, 2005 (page 4)

The explanation for the disparity between the state's low ranking in the production of bachelor's degrees and the presence of a highly-educated citizenry is the net in-migration of highly educated workers who earned their degrees elsewhere. Between 1990 and 2000, Washington imported roughly 74,000 people who held a bachelor's degree or higher.<sup>10</sup> This in-migration is credited for mitigating the higher education system's shortfall in baccalaureate degree production, especially in high-demand fields.



### **Transfer is a key strategy in helping Washington produce baccalaureate degrees**

If the state is to educate its citizens so they are able to compete for the best jobs in the state's economy – those that require bachelor's preparation or higher – it must increase the number of bachelor's degrees conferred to Washington citizens. In a system that relies heavily on the community and technical colleges to provide access to higher education, transfer becomes an essential function in that pursuit.

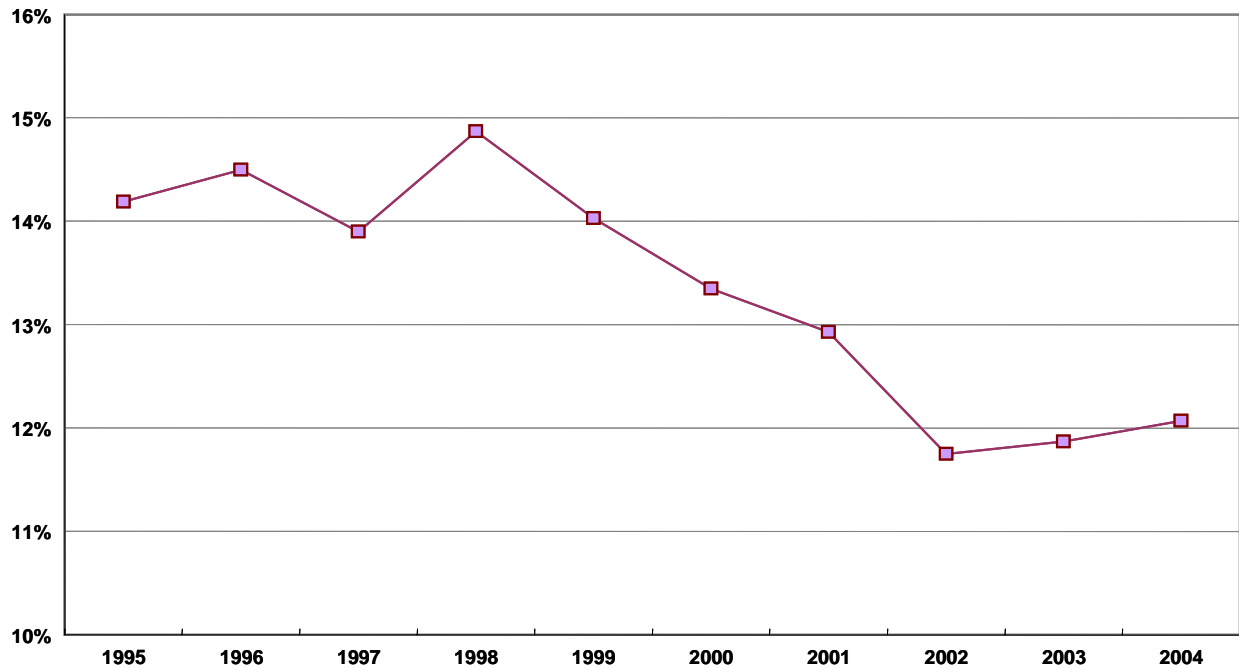
Examination of 25 years of data regarding student flow from the state's community and technical colleges to baccalaureate institutions indicates that the number of students who have successfully transferred from a CTC to a four-year institution has generally increased.

According to data compiled by the Office of Financial Management, just under 4,500 students transferred from public community and technical colleges to public baccalaureate institutions in fall 1981. By fall 2004, the number of transfer students had grown to 6,820.<sup>11</sup>

Despite significant gains in the number of students transferring from the two-year to four-year systems, the transfer rate has only recently started to increase after a period of decline that began in 1999. The reasons for this decline will be explored in a subsequent policy brief. In fall 2004, 6,820 students attended a four-year institution that had previously attended a Washington community college and were considered transfers. In fall 1995, roughly the same number of students, 6,809, were considered transfers.

However, in 2004 those 6,820 students comprised 12 percent of the student population that indicated their intent to transfer, while in 1995 the 6,809 students comprised 14 percent of the student population. This decrease likely corresponds to significant increases in total enrollments at the CTCs during the same period in which capacity to accept transfer students at the baccalaureate institutions failed to keep pace. While the transfer rate has begun to rebound over the past three years and the number of students who transfer to four-year institutions has increased, these gains have not yet improved the state's ranking in terms of bachelor's degrees awarded.

### Percentage of Community/Technical College FTEs that Transfer Each Year



Source: OFM (web site), *Student Flow: Fall 1981 to Fall 2004*

### Next Steps

The higher education system in Washington has successfully served thousands of students and has contributed significantly to the economic vitality of the state's economy. Each year, thousands of community and technical college students successfully and efficiently transfer to baccalaureate institutions. However, challenges remain. Policy makers must be challenged to improve access through continued efforts on transfer and articulation – as well as building the system's capacity to serve more students.

Acknowledging that transfer is a key, if not primary, strategy in increasing baccalaureate degree production is also to acknowledge that we must be certain that current practices are operating effectively.

Reports due to the Legislature in December 2006, will examine recent policies and practices designed to increase the number of students who earn a baccalaureate degree, having started at a community or technical college.

Several other issues – beyond transfer-related policy – limit baccalaureate attainment for transfer students. Key issues in this area include limited upper-division enrollment capacity and limited local access to higher education for many residents, especially with regard to access to baccalaureate programs. In a report due in December, the HECB will release a more detailed analysis of capacity limitations at the upper division and make recommendations to improve access to baccalaureate programs.

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- <sup>1</sup> Ashenfelter, O. and Rouse, C. (2000). Schooling, intelligence, and income in America. In K. Arrow, S. Bowles, and S. Durlauf (Eds) *Meritocracy and economic inequality* (pp.89-117). Princeton, New Jersey: Princeton University Press.
- <sup>2</sup> US Census Bureau, *Earnings by Occupation and Education*, Retrieved August 16, 2006 from OFM website.
- <sup>3</sup> HECB, 2005, *State and Regional Needs Assessment*, p.27.
- <sup>4</sup> National Center for Higher Education Management Systems (NCHEMS),  
State Net Migration by Occupation, Education Level and Age Group - 1995-2000, Retrieved September 6, 2006 online at: <http://www.higheredinfo.org/analyses/>
- <sup>5</sup> HECB, 2005, *State and Regional Needs Assessment*, p. 24-25
- <sup>6</sup> Workforce Training and Education Coordinating Board, *Washington State Employers' Workforce Training Needs and Practices 2006*.
- <sup>7</sup> Office of Financial Management, *Public Two- and Four-year Fall FTE Enrollment Projects*, current participation rate carried forward.
- <sup>8</sup> During the 2004-05 school year there were 20,692 bachelor's degrees awarded by public baccalaureate institutions and 21,123 combined academic and workforce associate degrees awarded. Figures were gathered using data from Integrated Postsecondary Educational Statistic (IPEDS) and reports produced by the State Board for Community and Technical Colleges.
- <sup>9</sup> OFM, 2005, *Higher Education Trends and Highlights*, p.9
- <sup>10</sup> NCHEMS, *Bachelor's Degrees Awarded (by State) from 1990 to 2000 vs. the Change in the Adult Population with Bachelor's Degrees from 1990 to 2000*, Sources include: NCES-IPEDS Completions Surveys 1990-01 to 1999-00 (Title IV Degree Granting Institutions) and the US Census Bureau (1990 and 2000 Census'). Retrieved on September 7, 2006 from <http://www.higheredinfo.org/analyses/>.
- <sup>11</sup> OFM, *Student Flow*, fall 1981 to fall 2004. These figures are for Fall term transfers to public baccalaureate institutions which generally account for two-thirds of total academic year transfers to public baccalaureate institutions.





September 2006

## Overview of Higher Education Institutions' 2007-09 Operating and Capital Budget Requests

At the September 28 Higher Education Coordinating Board (HECB) meeting, the public four-year institutions and the State Board for Community and Technical Colleges will make presentations to the board on their budget requests for the 2007-09 biennium.

These presentations will cover requests for both the operating budget and capital budget funding levels that the institutions are seeking during the upcoming legislative session.

Staff of the Higher Education Coordinating Board are in the process of reviewing the budget requests, which were submitted to the governor's Office of Financial Management in early September. HECB staff will analyze the operating budget requests using the framework that was presented at the July 2006 board meeting. This framework relates budget requests to the goals of the *2004 Strategic Master Plan for Higher Education*.

Within the next few weeks, staff will discuss preliminary recommendations on funding priorities with the HECB fiscal committee. The full board will take final action on budget recommendations at the October 26, 2006 meeting. These final recommendations will be forwarded to the governor and Legislature.

### 2007-09 Biennium Operating Budget Requests

General Fund – State (\$ in thousands)

	<u>Current Carry Forward Level</u>	<u>Proposed Maintenance and Policy Enhancements</u>	<u>Percent Increase</u>
University of Washington	\$696,054	\$155,973	22%
Washington State University	\$423,555	\$98,062	23%
Central Washington University	\$91,850	\$27,650*	30%
Eastern Washington University	\$93,377	\$25,878	28%
The Evergreen State College	\$51,898	\$11,758	23%
Western Washington University	\$121,101	\$24,596	20%
Community and Technical Colleges	\$1,162,749	\$337,251*	29%
<b>Totals</b>	<b>\$2,640,584</b>	<b>\$681,168</b>	<b>26%</b>

\*Preliminary estimate.

**Council of Presidents 2007-09 Capital Project List**

<b>Priority</b>	<b>Institution</b>	<b>Project</b>	<b>Institution Request</b>	
			<b><u>Amount</u></b>	<b><u>Cumulative</u></b>
1	UW	Minor Works Preservation A	\$20,000,000	\$20,000,000
2	WSU	Minor Works Preservation A	\$38,900,000	\$58,900,000
3	CWU	Minor Works Preservation A	\$9,800,000	\$68,700,000
4	EWU	Minor Works Preservation A	\$12,000,000	\$80,700,000
5	WWU	Minor Works Preservation A	\$10,000,000	\$90,700,000
6	TESC	Minor Works Preservation A	\$9,000,000	\$99,700,000
7	UW	Minor Works Program A	\$5,000,000	\$104,700,000
8	WSU	Minor Works Program A	\$17,000,000	\$121,700,000
9	CWU	Minor Works Program A	\$7,800,000	\$129,500,000
10	EWU	Minor Works Program A	\$11,000,000	\$140,500,000
11	WWU	Minor Works Program A	\$10,000,000	\$150,500,000
12	TESC	Minor Works Program A	\$930,000	\$151,430,000
13	WSU	Life Sciences (R&EC #2)	\$58,000,000	\$209,430,000
14	WWU	Miller Hall Renovation	\$5,523,000	\$214,953,000
15	WWU	Carver Academic Renovation	\$400,000	\$215,353,000
16	WSU	Utilities Extension	\$11,536,000	\$226,889,000
17	WWU	Academic Facility Modernization Projects	\$16,000,000	\$242,889,000
18	UW	Savery Hall	\$54,910,000	\$297,799,000
19	WSU	Library Rd. Infrastructure	\$15,000,000	\$312,799,000
20	TESC	CAB Building	\$4,900,000	\$317,699,000
21	CWU	Dean Hall	\$23,200,000	\$340,899,000
22	EWU	Hargreaves Hall	\$10,821,000	\$351,720,000
23	UW	Clark Hall	\$15,554,000	\$367,274,000
24	UW	Playhouse Theater	\$6,578,000	\$373,852,000
25	UW	MHSC H-Wing	\$10,000,000	\$383,852,000
26	UW	Denny Hall P/D	\$4,000,000	\$387,852,000
27	UW	Lewis Hall	\$2,000,000	\$389,852,000
28	UW	Balmer Hall P/D	\$4,000,000	\$393,852,000
29	UW	Interdisciplinary Academic Building # 2 P/D	\$5,000,000	\$398,852,000
30	UW	Computing & Communications Data Center	\$25,000,000	\$423,852,000
31	TESC	Longhouse Expansion	\$1,700,000	\$425,552,000
32	CWU	Combined Utilities	\$6,800,000	\$432,352,000
33	WSU	University-Wide Infrastructure	\$14,360,000	\$446,712,000
34	WSU	Intermediate Preservation Projects	\$7,740,000	\$454,452,000
35	CWU	Hogue Renovation/Addition	\$3,000,000	\$457,452,000
36	UW	(A I) Student Services and Classroom Improvements	\$15,000,000	\$472,452,000
37	WWU	Safety & Risk Reduction Projects	\$8,000,000	\$480,452,000
38	WSU	Vancouver: Undergraduate Classroom Bldg	\$24,350,000	\$504,802,000

**Council of Presidents 2007-09 Capital Project List**  
(continued)

<u>Priority</u>	<u>Institution</u>	<u>Project</u>	<u>Institution Request</u>	
			<u>Amount</u>	<u>Cumulative</u>
39	EWU	Robert Reid Lab School Renovation	\$3,500,000	\$508,302,000
40	EWU	Patterson Hall Renovation D	\$2,000,000	\$510,302,000
41	WWU	Systems Modernization Projects	\$6,400,000	\$516,702,000
42	WSU	Dana Renovation	\$3,700,000	\$520,402,000
43	TESC	COMM Building	\$8,700,000	\$529,102,000
44	UW	Tacoma 3- P	\$150,000	\$529,252,000
45	UW	Bothell 3 P/D	\$5,000,000	\$534,252,000
46	UW	(A I) Infrastructure Projects	\$18,000,000	\$552,252,000
47	WSU	Biomedical Sciences (RNEC#4)	\$7,400,000	\$559,652,000
48	WSU	Multi-Discipline Facility	\$15,200,000	\$574,852,000
49	EWU	Riverpoint (Pre & Design OFM Proviso)	\$4,000,000	\$578,852,000
50	CWU	Modernization/Consolidation	\$4,800,000	\$583,652,000
51	CWU	Academic Facility & Systems Modernizaton	\$7,600,000	\$591,252,000
52	EWU	Martin-Williamson Hall Renovation	\$2,000,000	\$593,252,000
53	WWU	Wilson Library Renovation	\$350,000	\$593,602,000
54	WWU	Art Annex Renovation	\$4,850,000	\$598,452,000
55	WWU	Campus Roadways Development	\$3,500,000	\$601,952,000
56	WWU	Rec/PE Fields Phase II	\$4,900,000	\$606,852,000
57	WSU	Wastewater Reclamation	\$12,700,000	\$619,552,000
58	WSU	Washington Building Renovation	\$5,600,000	\$625,152,000
59	TESC	CRC	\$200,000	\$625,352,000
60	WSU	Prosser: Multi-Purpose Bldg Phase 2	\$1,500,000	\$626,852,000
61	WSU	Riverpoint: S. Campus Facility Phase 2	\$3,800,000	\$630,652,000
62	WSU	University-Wide Network Infrastructure	\$8,000,000	\$638,652,000
63	WSU	Animal Diagnostic & Research Biocontainment	\$7,200,000	\$645,852,000
64	EWU	Physical Education Facility Improvements	\$3,000,000	\$648,852,000
65	WSU	Troy Renovation	\$1,800,000	\$650,652,000
66	EWU	Recreation Facilities Improvements	\$3,500,000	\$654,152,000
67	UW	Gould Hall Buildout - P	\$150,000	\$654,302,000
68	UW	Tacoma Assembly Hall	\$1,600,000	\$655,902,000
69	WSU	Vancouver: Library 2nd Floor	\$3,700,000	\$659,602,000
70	EWU	Washington Street Boulevard Improvements	\$5,000,000	\$664,602,000
<b>TOTAL - ALL FUNDS</b>			<b>\$664,602,000</b>	

## State Board for Community and Technical Colleges 2007-09 Capital Project List

<u>Priority</u>	<u>Institution</u>	<u>Project</u>	<u>Institution Request</u>	
			<u>Amount</u>	<u>Cumulative</u>
1	Statewide	Emergency Repairs and Improvements	\$16,000,000	\$16,000,000
2	Statewide	Roof Repairs	\$6,675,610	\$22,675,610
3	Statewide	Facility Repairs	\$21,242,743	\$43,918,353
4	Statewide	Site Repairs	\$2,081,686	\$46,000,039
5	Seattle Central	Bulkhead, Pier and Harbor Dredging	\$1,688,000	\$47,688,039
6	Shoreline	Automotive Building	\$1,000,000	\$48,688,039
7	Centralia	Health Education	\$1,000,000	\$49,688,039
8	Spokane Falls	ICN Building Renovation	\$941,000	\$50,629,039
9	Grays Harbor	Childcare Replacement	\$1,000,000	\$51,629,039
10	Clark	Child and Family Studies	\$1,000,000	\$52,629,039
11	Tacoma	Early Childhood Education	\$1,000,000	\$53,629,039
12	Walla Walla	Instruction and Student Development	\$1,000,000	\$54,629,039
13	Statewide	Minor Improvements - Program Related	\$20,000,019	\$74,629,058
14	Skagit Valley	Science Replacement	\$28,068,200	\$102,697,258
15	Centralia	Science Replacement	\$28,716,042	\$131,413,300
16	Olympic College	Replace Humanities Building	\$37,889,297	\$169,302,597
17	Green River	Humanities and Classroom Building	\$2,744,000	\$172,046,597
18	Seattle Central	Wood Construction	\$2,549,000	\$174,595,597
19	CBC	Career and Tech Ed Facility	\$1,802,000	\$176,397,597
20	Peninsula	Business and Humanities	\$2,300,000	\$178,697,597
21	Spokane Falls	Chem & Life Sciences	\$2,520,000	\$181,217,597
22	Spokane	Technical Education Bldg	\$2,393,000	\$183,610,597
23	Everett	Index Hall Replacement	\$2,800,000	\$186,410,597
24	Green River	Trades and Industry Complex	\$138,000	\$186,548,597
25	Bellingham	Instructional/LRC	\$1,824,452	\$188,373,049
26	Skagit Valley	Academics/Student Support	\$136,000	\$188,509,049
27	Lower Columbia	Science Replacement	\$2,500,000	\$191,009,049
28	Grays Harbor	Science Replacement	\$276,000	\$191,285,049
29	Green River	Physical Education Renovation	\$3,818,000	\$195,103,049
30	Pierce Ft Steilacoom	Cascade Core	\$14,601,776	\$209,704,825
31	Seattle Central	Edison North	\$18,284,260	\$227,989,085
32	CBC	Business Building	\$5,020,000	\$233,009,085
33	SPSCC	Building 22 Renovation	\$10,359,000	\$243,368,085
34	Yakima	Brown Dental Clinic	\$5,675,433	\$249,043,518
35	Edmonds	Meadowdale Hall	\$9,256,489	\$258,300,007
36	Spokane	Vacated Building 7	\$1,009,000	\$259,309,007
37	Spokane Falls	Music Building 15	\$1,142,000	\$260,451,007
38	Pierce Ft Steilacoom	Cascade Core	\$2,241,750	\$262,692,757
39	Tacoma	Health Careers Center	\$255,000	\$262,947,757
40	Bellevue	Health Sciences Building	\$144,000	\$263,091,757

**State Board for Community and Technical Colleges**  
**2007-09 Capital Project List**  
(continued)

<u>Priority</u>	<u>Institution</u>	<u>Project</u>	<u>Institution Request</u>	
			<u>Amount</u>	<u>Cumulative</u>
41	Bates	Communication & Technology	\$173,000	\$263,264,757
42	CBC	Culture, Language, & Soc Sci	\$111,000	\$263,375,757
43	Clark	Health & Advance Technology	\$250,000	\$263,625,757
44	Spokane Falls	General Classrooms/Early Learning	\$1,802,000	\$265,427,757
45	Lake Washington	Allied Health	\$1,732,000	\$267,159,757
46	SPSCC	Learning Resource Center	\$3,268,000	\$270,427,757
47	Clover Park	Allied Health	\$2,285,000	\$272,712,757
48	Clark	East County Satellite	\$27,183,772	\$299,896,529
49	Bellevue	Science Technology Building	\$31,331,717	\$331,228,246
50	Pierce Puyallup	Communication & Allied Health	\$25,303,284	\$356,531,530
51	Everett	University Center North Puget Sound	\$40,603,591	\$397,135,121
52	Cascadia	Center for the Arts, Tech, Comm	\$32,636,100	\$429,771,221
53	Pierce Ft. Steilacoom	Science & Technology Building	\$30,406,553	\$460,177,774
54	SPSCC	Science Complex Expansion	\$25,867,300	\$486,045,074
55	GRCC	Primary Electrical Distribution	\$1,870,000	\$487,915,074
56	Edmonds	Primary Electrical Distribution	\$2,466,107	\$490,381,181
57	Statewide	Essential Roof Repairs	\$5,798,165	\$496,179,346
58	Statewide	Essential Facility Repairs	\$22,348,198	\$518,527,544
59	Statewide		\$1,861,481	\$520,389,025
<b>TOTAL - ALL FUNDS</b>			<b>\$520,389,025</b>	